

## BERTHA B. WILLIAMS ACADEMY (Kindergarten – Fifth Grade)

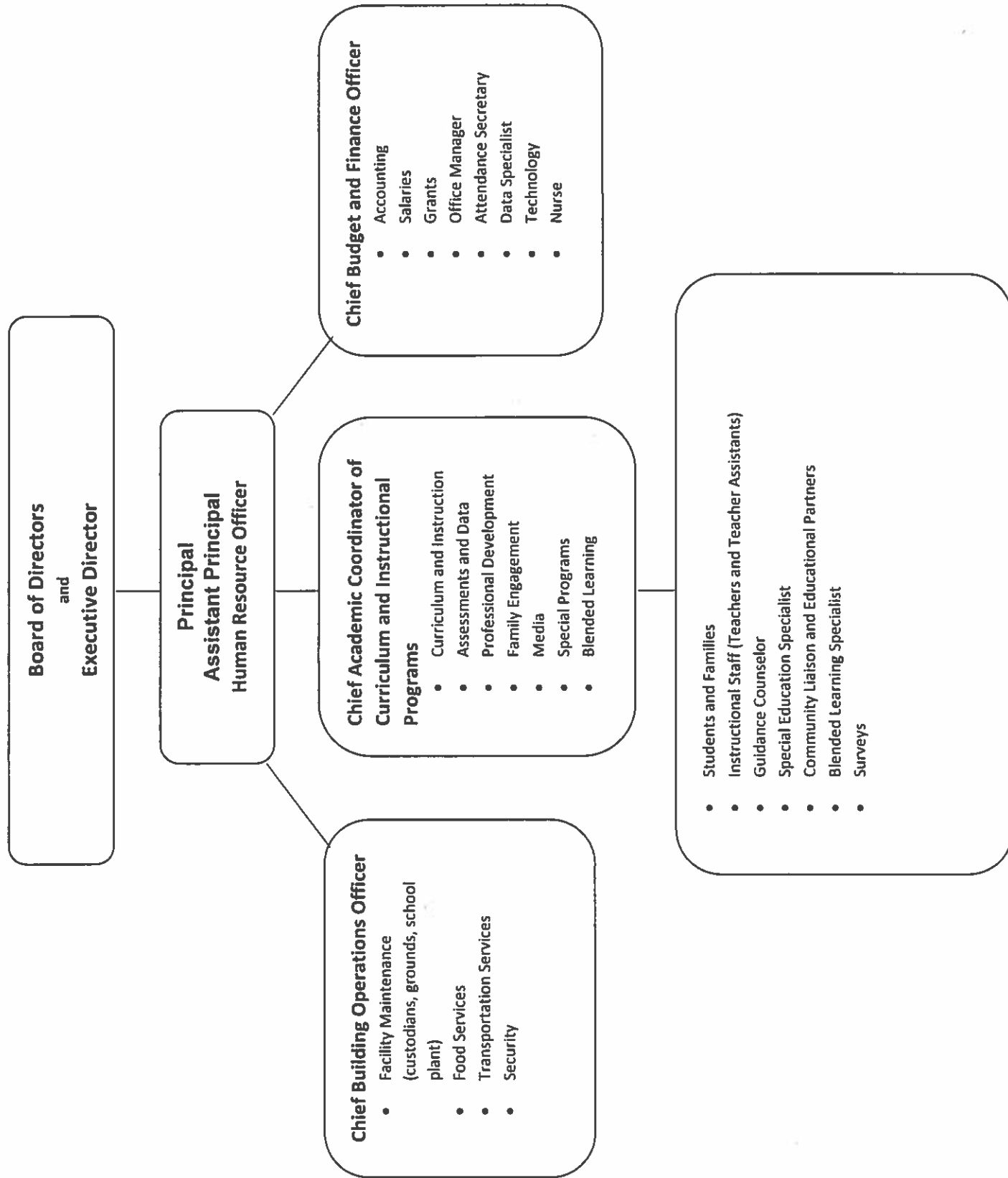
### Projected Calendar for Extended School Year First Semester 2015-2016

Wednesday, August 5, 2015	Kindergarten – Fifth Grade Parent/Student Orientation
Monday – Thursday, August 17-20, 2015	Teacher Academy
Monday – Friday, August 24 – September 4, 2015	Professional Development and Planning Week
Tuesday, September 8, 2015	First Day of 2015-2016 School Year (1/2 Day for students)
Thursday, September 10, 2015	Student Code of Conduct and Positive Behavior Support Assembly
Monday – Friday - September 14-18, 2015	Pre-Assessment for all grades and scheduled PLC
Tuesday, September 15, 2015	Early Student Dismissal (Time to be announced)
Monday, September 21, 2015	After School Tutorial Session 1 Begins
Tuesday, September 22, 2015	Picture Day for School Yearbook
Tuesday, September 29, 2015	Annual Title I Meeting
Wednesday, September 30, 2015	First Semester COUNT DAY
Wednesday, September 30, 2015	School Spirit Day and Museum Curator Visitation
Tuesday, October 6, 2015	Early Dismissal – Students Dismissed
Wednesday, October 7, 2015	Post-Assessment for all grades and scheduled PLC
Friday, October 9, 2015	Progress Reports Mailed Home
Tuesday, October 6 – Wednesday, October 23, 2015	Mi-STEP Assessment (per district calendar)
Friday, October 23, 2015	School Spirit Day
Thursday, October 23, 2015	After School Tutorial Session 1 Ends
Monday, October 26, 2015	Museum Visitation – Kdg. – Grade 2
Tuesday, November 10, 2015	Professional Development Day No School for Students
Wednesday, November 11, 2015	Parent Teacher Conferences – No School for students Veteran's Day – Reports Go Home
Friday, November 13, 2015	Museum Field Trip – Grades 3 – 5
Monday, November 16, 2015	After School Tutorial Session 2 Begins
Tuesday, November 17, 2015	Early Dismissal – Students Dismissed @ 2:00pm
Thursday, November 19, 2015	Pre-Assessment for all grades and scheduled PLC
Thursday – Friday, November 26-27, 2015	Thanksgiving Recess – No School for Students
Monday, November 30, 2015	School Resume
Friday, December 11, 2015	Progress Reports Mailed Home
Tuesday, December 15, 2015	Early Dismissal – Students Dismissed @ 2:00pm
Thursday, December 17, 2015	Afterschool Session 2 Ends
Thursday, December 17, 2015	Post Assessment for all grades and scheduled PLC
Friday, December 18, 2015	Museum Exhibition #1 (Tentative)
December 21, 2015 – January 4, 2016	Christmas/New Year Recess – No School for Students
Monday, January 4, 2016	School Resumes
Tuesday, January 12, 2016	Early Dismissal – Students Dismissed @ 2:00pm
Thursday, January 14, 2016	MLK Jr. Program and hall exhibition of Celebration
Monday, January 18, 2016	Dr. Martin Luther King Jr.. Holiday – No School
Thursday, January 21, 2016	School Wide Museum Visitation
Tuesday, January 26, 2016	Afterschool Tutorial Session 3 Begins
Friday, January 29, 2016	<ul style="list-style-type: none"> <li>• Parent Teacher Conferences – 10:00am – 6:00pm</li> <li>• Report Cards Go Home</li> <li>• MLK School Wide Exhibition</li> </ul>

**BERTHA B. WILLIAMS ACADEMY  
SECOND SEMESTER CALENDAR  
2015-2016 School Year**

<b>Monday, February 1, 2016</b>	<b>2<sup>nd</sup> Semester Begins</b>
<b>Thursday, February 4, 2016</b>	<b>1<sup>st</sup> Semester Honor's Assembly</b>
<b>Wednesday, February 10, 2016</b>	<b>Count Day</b> African American History Program and classroom exhibits (PM)
<b>Tuesday, February 16, 2016</b>	<b>Valentine's Day - Community Outreach</b>
<b>Tuesday, February 16, 2016</b>	<b>Early Dismissal – Students Dismissed @ 2:00pm</b>
<b>Wednesday, February 17, 2016</b>	<b>Pre Assessment School Wide</b>
<b>Friday, February 19, 2016</b>	<b>Museum Visitation – 3 – 5<sup>th</sup> grade</b>
<b>Monday, February 22 – 26, 2016</b>	<b>Winter Break –Date to be confirmed by district</b>
<b>Monday, February 29, 2016</b>	<b>School Resume</b>
<b>Thursday, March 3, 2016</b>	<b>Museum Visitation – Kindergarten – 2<sup>nd</sup> Grade</b>
<b>Tuesday, March 8, 2016</b>	<b>Early Dismissal – Students Dismissed @ 2:00pm</b>
<b>Wednesday, March 9, 2016</b>	<b>Post Assessment School Wide</b>
<b>Wednesday, March 16, 2016</b>	<b>A Salute to Women – Museum Curator Visitation</b>
<b>Thursday, March 17, 2016</b>	<b>Picture Day – "Fun Shots"</b>
<b>Thursday, March 17, 2016</b>	<b>After School Program - Session 3 Ends</b>
<b>Friday, March 18, 2016</b>	<b>Progress Reports</b>
<b>Thursday, March 24, 2016</b>	<b>School Wide - Career Day Exhibitions and Class Recognition Assembly</b>
<b>Friday, 25, 2016 – Friday, April 1, 2016</b>	<b>No School - Spring Break</b>
<b>Monday, April 4, 2016</b>	<b>After School Program – Session 4 Begins</b>
<b>Thursday, April 14, 2016</b>	<b>School Wide Assessment – Per district calendar</b>
<b>Tuesday, April 19, 2016</b>	<b>Parent Teacher Conference – half day for students Report Cards Go Home</b>
<b>Tuesday, May 3, 2016</b>	<b>Early Dismissal – Students Dismissed @ 2:00pm</b>
<b>Friday, May 13, 2016</b>	<b>Community Museum Exhibition (location to be announced)</b>
<b>Thursday, May 19, 2016</b>	<b>After School Program – Session 4 Ends</b>
<b>Thursday May 26, 2016</b>	<b>School Wide Spring Program</b>
<b>Monday, May 30, 2016</b>	<b>Memorial Day - No School</b>
<b>Tuesday, May 31, 2016</b>	<b>School Resume</b>
<b>Tuesday, June 7, 2016</b>	<b>Professional Development Day - No School For Students</b>
<b>Thursday, June 9, 2016</b>	<b>Recognition Program for parents, partners, supporters</b>
<b>Monday, June 13, 2016</b>	<b>Rock and Roll Hall of Fame – Toledo, Ohio</b>
<b>Wednesday, June 15, 2016</b>	<b>5<sup>th</sup> Grade Promotional Program – 10:00 am (Tentative)</b>
<b>Thursday, June 16, 2016</b>	<b>All Grade Honor's Program</b>
<b>Friday, June 17, 2016</b>	<b>Last Day For Students ½ Day (11:30 am Dismissal) Report Cards Go Home</b>

The Bertha B. Williams Academy



## **Bertha B. Williams Academy**

### **Tentative Timeline of Planning and Implementation**

#### **Plan B**

##### **May 2015**

- Planning and Implementation Meeting – Board of Directors and Executive Director
- Research of building facility

##### **June 2015**

- Planning and Implementation Meeting – Board of Directors and Executive Director
- **Advertisement for Employees**
- **Selection of facility and inspection**

##### **July 2015**

- Planning and Implementation Meeting – Board of Directors and Executive Director
- Hiring of Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Advertisement of instructional and support staff**
- **Building inspection, maintenance and repairs**

##### **August 2015**

- Planning and Implementation Meeting – Board of Directors, Executive Director, Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Hiring of support staff**
- **Ordering of instructional materials and supplies**
- **Ordering of non-instructional materials (office furniture, kitchen supplies, etc.)**

##### **September 2015**

- Planning and Implementation Meeting – Board of Directors, Executive Director, Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Hiring of instructional staff**
- **Order instructional materials and supplies**
- **Order non-instructional materials (office furniture, kitchen supplies, etc.)**
- **Professional development for support staff**

## **October 2015**

- Planning and Implementation Meeting – Board of Directors, Executive Director, Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Advertisement of Bertha B. Williams Academy student enrollment**
- **Distribute information**
- **Determine building readiness (1/2)**
- **Professional development support staff (2X monthly) and instructional staff (3X monthly)**

## **November 2015**

- Planning and Implementation Meeting – Board of Directors, Executive Director, Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Advertisement of Bertha B. Williams Academy student enrollment**
- **Distribute information**
- Continue building readiness
- Professional development support staff (2X monthly) and instructional staff (3X monthly)
- **Schedule museum educational opportunities**

## **December 2015**

- Planning and Implementation Meeting – Board of Directors, Executive Director, Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Open student enrollment for Bertha B. Williams Academy**
- **Distribute academy yearly calendar**
- Order instructional materials and supplies
- Order non-instructional materials (office furniture, kitchen supplies, etc.)
- Continue building readiness
- Professional development support staff (2X monthly) and instructional staff (3X monthly)
- **Schedule museum educational opportunities**

## January 2016

- Planning and Implementation Meeting – Board of Directors, Executive Director, Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Open student enrollment for Bertha B. Williams Academy (last month)**
- Order instructional materials and supplies
- Order non-instructional materials (office furniture, kitchen supplies, etc.)
- Continue building readiness
- Professional development support staff (2X monthly) and instructional staff (3X monthly)
- Schedule museum educational opportunities

## February 2016

- Planning and Implementation Meeting – Board of Directors, Executive Director, Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Final plans, schedules and implementation of Bertha B. Williams Academy**
- Order instructional materials and supplies
- Order non-instructional materials (office furniture, kitchen supplies, etc.)
- Continue building readiness
- Professional development support staff (2X monthly) and instructional staff (3X monthly)
- Schedule museum educational opportunities

## March 2016

- Planning and Implementation Meeting – Board of Directors, Executive Director, Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Mail acceptance letters to families**
- Order instructional materials and supplies
- Order non-instructional materials (office furniture, kitchen supplies, etc.)
- Continue building readiness
- Professional development support staff (2X monthly) and instructional staff (3X monthly)
- Schedule museum educational opportunities

## April 2016

- Planning and Implementation Meeting – Board of Directors, Executive Director, Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Building readiness (100%)**
- Order instructional materials and supplies
- Order non-instructional materials (office furniture, kitchen supplies, etc.)
- Professional development support staff (2X monthly) and instructional staff (3X monthly)
- Schedule museum educational opportunities
- **Schedule diagnostic testing for students**
- **Plan and schedule transportation**

## May 2016

- Planning and Implementation Meeting – Board of Directors, Executive Director, Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Building readiness (100%)**
- Order instructional materials and supplies
- Order non-instructional materials (office furniture, kitchen supplies, etc.)
- Professional development support staff (2X monthly) and instructional staff (3X monthly)
- Schedule museum educational opportunities
- **Schedule diagnostic testing for students**
- **Plan and schedule transportation**

## June 2016

- Planning and Implementation Meeting – Board of Directors, Executive Director, Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Building readiness (100%)**
- Order instructional materials and supplies
- Order non-instructional materials (office furniture, kitchen supplies, etc.)
- Professional development support staff (2X monthly) and instructional staff (3X monthly)
- Schedule museum educational opportunities
- **Schedule diagnostic testing for students**
- **Plan and schedule transportation**
- **Meeting with entire faculty and staff members**

## **July 2016**

- Planning and Implementation Meeting – Board of Directors, Executive Director, Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Diagnostic testing for students**
- **Family engagement institute (3days)**
- Order instructional materials and supplies
- Order non-instructional materials (office furniture, kitchen supplies, etc.)
- Professional development support staff (2X monthly) and instructional staff (3X monthly)
- Schedule museum educational opportunities
- Building readiness (100%)
- **Meeting with entire faculty and staff members**

## **August 2016**

- Planning and Implementation Meeting – Board of Directors, Executive Director, Human Resource Officer, Principal, Assistant Principal, Chief Building Officer, Chief Academic Coordinator of Curriculum and Instructional Programs, Chief Budget and Finance Officer
- **Diagnostic testing for students (first week only)**
- **Summer camp and orientation for students (week)**
- **Family Engagement Open House (2X)**
- **Celebration of the opening of Bertha B. Williams Academy**

## **September 2016 through June 2017**

**\*Follow yearly calendar**



### **Teaching Methods**

The BBWA teachers will have the opportunity to meet creatively the challenge of achieving timely mastery of the knowledge and skills specified in the curriculum. To help meet this challenge, assessment is integrated with the curriculum in order to confirm student progress and ensure accountability of the Academy.

The majority of instruction time is spent teaching the standard curriculum integrated with museum learning to the entire class. However, a feature of the program that distinguishes it from most public schools, is that early intervention is provided if needed, even in the absence of a diagnosed disability. This happens in several ways:

- **Tutoring:** During reading period (half hour), students may from time to time receive tutoring from the faculty.
- **Program adjustments:** The Academy views all subject areas as important, but success in reading, writing and basic mathematics are seen as crucial for K-5<sup>th</sup> grade students.
- **Flexible and highly mobile groupings:** When appropriate the teacher may use either achievement-level or special-interest groupings as a tool to ensure that all students receive appropriate and stimulating instruction. Our policy is that homework should complement and supplement, but never replace the teacher's obligation to cover material in the classroom. Classwork allows sufficient practice to acquire proficiency, with homework providing reinforcement and enrichment. Through classwork and homework the teacher helps students to develop effective learning and work habits.
- **Teachers establishes public milestones to punctuate a student's progress and to give students and the community an opportunity to celebrate academic achievement.**

**Curriculum Courses** will be integrated with Museum Learning Visits to fully complement classroom instructions.

- **English language skills are the most essential part of a child's early education. Students must learn to read so that they can read to learn. They must have a fluent written and oral command of standard English. The English program uses a core list of imaginative, challenging literature selected to expand students' vocabulary and knowledge of the world. The students read poetry, folk tales, fables, legends, plays, classic and modern novels, speeches, essays and other works of nonfiction**

- In Kindergarten and first grade, children learn to read by developing both a sight vocabulary and knowledge of phonics. In the early grades, teachers read poetry, folk tales, fables, and legends out loud to give students experience with a variety of literature and to inspire their interest in reading. Class discussions, guided by the teacher's thoughtful questions, promote analytical thought, comprehension, and listening skills. By third or fourth grade the children read individually then the class discusses themes, plots, and character motivations; they make inferences, form generalizations, and distinguish fact from fiction. Students read and summarize biographies. As they advance in school, the students read, discuss, interpret, analyze and compare literature of all forms, including plays, fiction, poetry, and nonfiction.

- Mathematics Like English language skills, a strong foundation in mathematics is a prerequisite for success in our increasingly analytical world. The Academy is dedicated to early achievement in reading, early mastery of arithmetic skills and basic mathematical problem solving are viewed as essential first steps. Students will master the basic mathematical skills identified by the 1977 National Council of Supervisors of Mathematics *Position Paper on Basic Mathematical Skills*, including problem solving; applying mathematics to everyday situations; alertness to the reasonableness of results; estimation and approximation; appropriate computational skills; geometry; measurement; reading, interpreting, and constructing tables, charts, and graphs; using mathematics to predict; and computer literacy.

- History, Geography and Social Studies: will be taught from Kindergarten through the fifth grade. Children are introduced to history through stories and by fifth grade embark upon more serious study. The emphasis then is on political, economic, geographic, cultural, and technological forces which have shaped the history of the world and of the United States. Starting with fifth grade, the students pursue a chronological study of world history and geography. The fifth grade studies civilizations up to approximately 500 B.C., including Mesopotamia, North Africa, China, India, and Mediterranean civilizations.

Each year there are stories from all around the world and the United States, and in grade 1 to 3 there are also specific regions of concentration. These regions are the Americas and Europe in first grade, Africa and the Middle East in second grade, and Asia and the Americas in third grade. The third or fourth grade history program includes a unit on Virginia history.

Activities and discussions promote understanding of the history, government, daily life, culture, economy and geography of the various regions.

- SCIENCE: Our Board has adopted a "minds-on, hands-on" approach to

science education; it stresses quantitative reasoning as well as experimentation and observation. Students are encouraged to be curious about the natural world surrounding them and come to understand the importance of science in many different careers, practice the scientific methods " - which is really a disciplined approach to discovery that applies to almost all walks of life.

- **The Arts:** The arts are a fundamental component of our educational program. The curriculum includes visual arts, music, theater/drama, and dance. Creative writing as well as some elements of drama are integrated into the language arts curriculum
- **World Languages:** Mandarin and Spanish will begin in grades 1-3, to take full advantage of the young child's special ability to imitate sounds and absorb linguistic concepts, students are taught through games, songs and dramatizations. Teachers use manipulative s and visual aids, stressing oral expression and listening comprehension. Cultural elements and basic vocabulary are introduced through stories describing pictures. Students are encouraged to play and sing, to name pictures, and exchange simple sentences among themselves. By grade 4, students are introduced to the written language, and begin to learn specific vocabulary and verb conjugations. Teachers continue to use visuals and dramatization, supplemented with newspapers, Web documents, magazine articles, product labels, and so on.
- **Health & Physical Education:**

Most health topics are covered in the science curriculum; certain topics such as substance abuse prevention and family-life education may be scheduled during science or physical education class time. Students learn about health promotion and disease prevention, human growth and development, nutritional science (to develop healthy eating habits), accident and fire prevention, and physical activity concepts (to develop physical fitness).

- **Extracurricular activities :**

Academy's after school program provides opportunities for academic, social, cultural, and recreational activities in a student entered environment. We believe that out-of-school hours are just as important for the enrichment of your child as the traditional school hours. include mentoring, tutoring, discussions, technology, world language development and related class activities.

- **TechKids:**

Kindergarten through fifth grade students use the TechKids Digital Computer

Curriculum; a collection of technology projects that contain lesson plans and resources to integrate technology into curriculum in a fun way. Beginning in kindergarten students learn to create documents, manipulate font and insert pictures. As they progress through fifth grade, students create movies, reports and presentations, while becoming skilled in various programs.

- Library Media Center “find what you need here”. Hours 8:30 am to 4:00pm

the 1990s, the number of people with a diagnosis of schizophrenia has increased in the United Kingdom (Meltzer 1996). The prevalence of schizophrenia in the United Kingdom is estimated to be 1.2% (Meltzer 1996).

There is a growing awareness of the need to improve the lives of people with mental health problems. The United Kingdom has a number of government departments and agencies that are responsible for the care of people with mental health problems. The Department of Health is responsible for the overall policy and strategy for mental health care. The Department of Social Security is responsible for the provision of social security benefits to people with mental health problems. The Department of the Environment is responsible for the provision of housing and other services to people with mental health problems.

The National Health Service (NHS) is responsible for the provision of mental health services. The NHS is a public body that provides a range of services to people with mental health problems. The NHS is funded by the government and the public.

The Mental Health Act 1983 is the primary legislation governing the care of people with mental health problems in the United Kingdom. The Act sets out the principles and objectives of mental health care and provides a framework for the provision of services.

The Mental Health Act 1983 has been amended several times since it was first passed. The most recent amendments were made in 2003. The amendments were made in response to a number of concerns raised by the public and the professional community.

The amendments to the Mental Health Act 1983 were designed to improve the protection of the rights of people with mental health problems. The amendments also aimed to improve the effectiveness of mental health services.

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## **Appendix 12 RESUMES**

### **Lois Stovall-Williams**

2532 Las Corrales Court  
Virginia Beach, VA 23456-4200  
(757) 721-3547

#### **EDUCATION:**

- Doctor of Philosophy (PhD) Psychology and Higher Education Administration, University of Connecticut, Storrs, CT, June 1980.
- Masters of Arts (MA) Counseling & Psychology, Loyola College, Baltimore, MD June 1963.
- Bachelor of Health Sciences (BS), Morgan State University, Baltimore, June 1956.
- Added studies at Oxford University Schools of Education and Howard University, Washington DC in Africa: social, Political and Economic Structure.

#### **Professional Experience:**

- Authored *Wisdom is Better Than Strength*, 2008, Publish America.
- Charter School Consultant and a proponent of EIC integrated with Museum Learning, a model that is based on the idea that children learn best through personal exploration and hands-on experience.
- Active member of the Commission on Education Reform.
- CEO/COO of Wiltex Incorporated, a certified EDWOSB, SDVOSB, HUB Zone and minority owned company that specializes in acquiring federal contracts in education, healthcare, professional and administrative services, technical support services and assessments.
- Served on the School Board of the City of Virginia Beach and other appointments on the State and national levels in education.
- Served on the Board of Trustees, Old Dominion University.
- President, Knoxville College, responsible for all operational and academic programs / activities, 1994 - 1996.
- Dean of Instruction, Passaic County Community College. Designed, developed, and implemented a program for more than 1,000 faculty members spanning 14 national campuses focusing on assessment procedures and accreditation-based outcomes that resulted in the school's passing national accreditation, 1992 - 1994.
- Hampton University - Professor of Education/Director of Faculty Development. Developed curricula for masters and doctorate-level courses, 1988 - 1992.
- Norfolk State University - Associate Professor of Psychology. Conducted cutting-edge research in areas of Social Psychology, Cognitive and Psychology, Developmental Psychology, and Biology and Behavior. Taught classes, academic advisement of student majors, and assisted in planning and the development of the new programs and enhancing the existing curriculum based on assessment data, 1972 - 1988.

#### **Certifications and Skills:**

- Teacher Certification, Health Care Administration, Psychologist.

- Statistical and quantitative analytical skills to evaluate and monitor educational systems. Conducted research on educational policies and school reform.
- Programs: Microsoft Office Suite, Oracle Database, Brassrings, PM People, Dbase, ISIS, EDI, Invision, Lotus, Merton, Procom Plus, Quicken, SAP, PeopleSoft, Temporary Scheduling System (TSS), Tim's CU, TRW, LMCareers, Deltek Cost Point, E-Time Card and Recruitment Staffing System.
- Oral competency in Spanish.

**Mrs. Katherine R. Everett**  
 1808 Beauty Way  
 Virginia Beach, Virginia 23456  
 (757) 408-7112

**Education:**

- 1984 - 1986 Norfolk State University Norfolk, Virginia: Certification and Endorsement in Administration and Supervision of Instruction K-12.
- MA, Early Childhood Education, Norfolk State University Norfolk, Virginia, 1984.
- BA Cum Laude, Early Childhood Education, Virginia Union University Richmond, Virginia, 1980.

**Work Experience:** (Virginia Beach City Public Schools)

- 2006 – Present: Elementary School Principal - Lynnhaven Elementary School
- 1993 – 2006: Elementary School Principal - Seatack Elementary School
- 1990 – 1993: Assistant Principal - Woodstock Elementary School
- 1980 – 1990: Elementary School Teacher - Thalia Elementary School

**Professional Experience:**

- Mentor - National Association of Elementary School Principals.
- School Division Representative - Principals Center of Norfolk.
- Interviewer - Elementary School Administrative Interview Committee.
- Presenter – National School Board Association Conferences at Norfolk State University, Virginia Union University, Annual Student Teacher Seminar.
- Recruiter – Virginia Beach City Public Schools (VBCPS).
- Delegate – National Association of Elementary School Principals Conference.
- Reviewer - Southern Association of Colleges and Schools Review Committee.
- Educational Consultant – KE Educational Consultant.
- Board of Directors - Children's Harbor Places and Programs for Children Inc.
- Membership of: Norfolk Leadership Academy, National, State and Local Elementary School Principals Association, Virginia Reading Council.

**Awards:**

- 2006 National Association of Year-Round Education School of Merit Award.
- 2004 National School Board Association Mentorship Award.

- 2004 VBCPS Partnership Mentorship Award – Seatack Elementary School.
- 2002 Chesapeake/Virginia Beach Links Incorporated Outstanding Educator's Award.
- 1996 Virginia Elementary School Principals School Bell Award.
- 1991 Outstanding Teacher Recognition Governor's School of the University of Richmond.

#### Chairman

**Kenneth E. Golden**  
**3425 Montgomery Place, Virginia Beach, Va 23452**  
 (H) 757-463-4988      [golden23@cox.net](mailto:golden23@cox.net)  
 (C) 757-581-7499

### **OBJECTIVE**

Writer- Editor position utilizing demonstrated skills in leadership, management, intelligence, analytical ability, and problem-solving.

### **SUMMARY OF QUALIFICATONS**

Senior Executive, Navy Commodore (O-6), with over 31 years of significant experience with operations of complex and diversified organizations including: US Naval aviation squadrons, amphibious ships, and joint and coalition forces. Extensive leadership experience and personnel management expertise, responsible for thousands of personnel and multi-million dollar budgets. A results oriented, dynamic leader, extraordinary technical expert, intelligence expert, innovator, and superb requirements professional. Current TS/SCI security clearance. Relevant experience includes:

- |                             |                               |
|-----------------------------|-------------------------------|
| * Strategic planning        | * Risk Assessment/Management  |
| * Programming/Budgeting     | * Force Protection            |
| * Project Development       | * Fiscal Accountability       |
| * Tactical Assessment       | * Personnel Management        |
| * Resource Allocation       | * Process Improvement         |
| * Requirements/Acquisition  | * Editor of Strategic Reports |
| * Skilled writer and Author | * Intelligence Operations     |

### **PROFESSIONAL EXPERIENCE**

**2004-2012 Senior Business Development Representative:** Information Management and Command and Control Multi-Level Security accesses and Secure Wireless technology program development for the entire Norfolk area for several firms to include BAE, SAIC, COMM IT, and Shine Systems and Technology. Third year as a member of the board of Directors for Shine Systems and Technology, utilizing skills as an Intelligence Expert and analyst for the small Charlottesville, Va. intelligence firm. Shine currently works directly with the Defense Intelligence Agency (DIA) and the National Geospatial Intelligence Command (NGIC) with intelligence analysts contracts in both Afghanistan and formerly Iraq. Shine is also currently developing an intelligence prediction model called Advanced Predictive Intelligence Model (APIM) and Commodore Golden has been a significant contributor to the predictive model and is a company briefer for various events throughout the state of Virginia.



assets and are incorporated in the current CSAR operations manual and the successful transition of the entire carrier for Helicopter community into the current H-60 program.

#### **1987-1990 CONGRESSIONAL POLICY & COORDINATION STAFF**

Pentagon, Chief of Naval Operations

Expertly coordinated all transcripts, and congressional inquiries from all major committees in the House of Representatives and the Senate, Congressional Budget Office and Congressional Research Service dealing with all budget issues, repair funding, Shipbuilding funds, and Intelligence funding.

#### **EDUCATION**

U.S. Navy Hudson Fellow at Oxford University, Oxford, England, Strategic Studies and Intelligence  
Monthly leader at St. Antony's College.

M.S. International Relations, U.S. Naval War College, Newport, Rhode Island

M.S. Human Resource Management, Pepperdine University, California

B.S. Education/History, University of Virginia

#### **RECOMMENDED FOR SECRETARY OF THE NAVY**

In April of 2005 both Senators Warner and Allen recommend Mr. Golden to the President of the United States for the position of Secretary of the Navy. This recommendation was the result of the **entire** Virginia Beach delegation, three State Senators and seven Delegates and the Speaker of the House, endorsing Mr. Golden.

#### **A NAVY FAMILY**

The entire Golden Family just received the first annual Naval Helicopter Association Family Contribution Award for 2014. Commodore Golden, USN retired, CDR. Francie Golden, USN retired, and Commander Tara Golden, USNR active.

#### **Dr. Daniel Levine**

Dr. Daniel Levine is an educational consultant, and a writer, editor and publisher of educational materials. Dr. Levine has served as a public school superintendent in California and Washington for 16 years in three school districts, and a middle school teacher for eight years. Dr. Levine contributes his extensive experience in leadership, organization, program assessment and accountability, family and community participation, the supervision of large and complex organizations, and business and financial management.

#### **ALFRED A. WALLACE, III (USN Ret., LDO)**

##### Education:

MA, Regent University, Government Public Policy, 5/08

MS, George Washington University, Engineering Management, 5/94

BA, University of Guam, Chemistry, 5/76

AA, Foothill Junior College, Chemical Engineering, 6/75

**2003-2004 Senior Analyst – Emerging Technologies and Information Transformation.** Member of the US JOINT FORCES COMMAND J8, Requirements and Integration Directorate conducting C2 and C4ISR capability assessments and requirement analysis for increased Joint Warfighter effectiveness and efficiency. Specialized in Joint Battle Management Command and Control and Coalition Intelligence Information and Transformation issues. Set up and conducted the first JFCOM/STRATCOM liaison meeting on Global Command and Control integrating STRATCOM's global capability into the Global Information Grid (GIG) and the first discussions of Joint Command and Control (JC2) highlighting the 2002 UCP changes and MID 912 decision. J8 Command briefer for emerging technologies and intelligence information transformation to US and coalition forces. Responsible for all naval operational issues within JFCOM J8.

**2002-2003 COMMODORE, AMPHIBIOUS TASK FORCE WEST**

San Diego, California

Managed all operation and administration aspects of 7 ships, encompassing 10,000 naval amphibious force personnel. This was the largest amphibious force from the west coast since the Korean War. Responsible for maintenance, training & deployment for all Navy assets including air, and sea material and personnel resources. Key manager in the intelligence, planning & execution of amphibious operations in Operation Iraqi Freedom. Responsible for global command and control, and intelligence utilization of this unique task force and mission with communication reach back to San Diego, Norfolk, CENTCOM, and Fifth Fleet. This mission's operational concept (CONOPS) and subsequent execution was one of the precursors to Sea Basing. The CONOPS and Intelligence expansion foundation for the Navy and Marine Corps study and lessons learned served as a backdrop for future POMs for Sea Basing. One of the most promising concepts used during this operation was the "Harrier Carrier". USS BON HOMME RICHARD LHD-6 was used exclusively as the fixed wing carrier STOVAL asset proving the concept was viable. Additionally spread loading the other smaller skid assets to the LPDs enabled maximum flight deck flexibility and efficiency.

**2000-2001 OXFORD UNIVERSITY US NAVY HUDSON FELLOW**

Oxford, England

First U.S. Navy Hudson Fellow (Federal Executive Fellow) at St. Antony's College, Oxford, in Strategic Studies. Associate Professor and member of the Oxford Strategic Studies Group and Intelligence Monthly Review at St. Antony's College. Yearly gives an Intelligence Update and US Military capabilities briefing to the Asian Conference at Oxford University on the possible conflict between the United States and the Peoples Republic of China over the Island Nation of Taiwan.

**1997-2000 DIRECTOR / DEPUTY DIRECTOR J5/J8, JOINT FORCES COMMAND**

Norfolk, Virginia

Key player in transition from Atlantic Command to the US Joint Forces Command. Held both directorate level positions in J-5 and J-8. Formulated plans for the shift of Joint Plans and Strategy(J-5) to the Joint Strategy Requirements and Integration Directorate(J-8). Significant international experience as Director & Deputy Director of J5/8 using intelligence information from State Department Operational Directorate for NATO and Icelandic Operations. Decision level review and policy comment on issues & comments relating to the transformation of the Armed Forces, including Effect Based Operations, Standing Joint Force Headquarters and Joint Interagency Coordination, Joint Training, and Experimentation, National Military Strategy, Coalition Intelligence co-operations and force deployments. Provided guidance to the formulation of the military's emerging Homeland Security mission to include mission analysis and command and inter-agency relationships. Commodore

was also the Senior Briefer for United States Joint Forces Command for foreign dignitaries and visiting Senior Government Fellowship visits. In this capacity he wrote, designed, received approval and presented the presentation.

### **1995-1997 COMMANDER, AMPHIBIOUS SQUADRON 8**

Norfolk, Virginia

Amphibious ready group consisting of 3 ships and 4,000 personnel. Responsible for the success of two real world operations: SILVER WAKE in Albania and Operation GUARDIAN RETRIEVAL in Congo/Zaire Africa. Lessons learned and intelligence changes and advances from this operation were incorporated into Sea Shield as this operation and its successful CONOPS were clear examples of successful Air Force, Navy, and Marine Corps cooperation in the face of an unknown air threat. The Sea Based Intelligence Operations allowed for the successful operations of both SILVER WAKE, and GUARDIAN RETRIEVAL and a successful port visit opposed by the Libyan Regime. The CAOC at Vincenza formalized the processes for air operations, ATO procedures, and provided fighter cover from Aviano with a team of Air Force officers to man a mini CAOC on USS NASSAU.

### **1994-1995 COMMANDING OFFICER, USS DUBUQUE**

Sasebo, Japan (forward deployed)

Selected Amphibious Ship of the Year due to flawless management and leadership of 2,000 Navy, Marine Corps and civilian personnel for a forward deployed Naval vessel. Successfully planned and executed Operation Cooperation from the Sea, the first amphibious operation with Russia since WWII. Developed, managed and planned the first Cooperation Afloat Readiness and Training (CARAT) Exercise in the Pacific. Responsible for planning and executing a multi million dollar dry docking availability updating several radar systems, new shafts, new rudders, new propellers and completely updating the Joint Intelligence Center on this Flag Configured LPD. The entire availability was completed on time and on budget and the ship deployed on time for a major operation in Korea two weeks after the Dry Dock was completed.

During this operation and subsequent operations the ship was Official Commendation for Intelligence Operations versus the North Koreans and won the Amphibious Intelligence Ship of the Year for a port visit to Vladivostok, Russia.

### **1992-1993 CARRIER HELICOPTER REQUIREMENTS OFFICER**

Pentagon, Chief of Naval Operations Staff

Diligently formulated the requirements and acquisition of Helicopter support for 12 aircraft carriers. Responsible for several hundred million dollar multi-year acquisition program for the HH-60H and SH-60F aircraft programs. Key player in the introduction of the FLIR and Hellfire systems to all Naval Seahawk helicopters and the development of the MH-60S aircraft. Authored and received approval for the Combat Search and Rescue policy for the Secretary of the Navy.

### **1990-1992 COMMANDING OFFICER, HELICOPTER ANTI-SUBMARINE SQUADRON 2, San Diego, California**

Led the first H-60 Naval Seahawk squadron deployed on an aircraft carrier, and the integration of night vision goggles into the helicopter community. Completed a flawless deployment during Desert Storm and the first Operation Southern Watch. During this deployment HS-2 authored the CONOPS for the Combat Search and Rescue efforts of Sea Strike. Then Commander Golden was the Editor, co-writer, and approval authority for the Combat Search and Rescue policy. He was also the Co-author, Editor and Approval Authority for the entire Carrier Helicopter Transition Program report guiding all eleven carrier Helicopter Squadrons in the transition from the SH-3H to the SH-60F and HH-60H helicopters. Lessons learned from these two reports led to creation of permanent procedures with Air Force CSAR

### Professional Experience:

- **Civic Leadership:**
  - Ran for public office: School Board and Mayor of Virginia Beach
  - President of Council of Civic Organizations (CCO) of Virginia Beach
  - Commissioner on the Resort Advisory Council (RAC) of Virginia Beach and its TGIF fund custodian (treasurer).
  - Civic league president of three communities of 910 homes.
  - Bayside High School PTSA president.
  - Founder and chairman of Fine Arts Advisory Council for Virginia Beach City School System.
  - Served on the Norfolk Center for Civic Engagement (HRCCE)
  - Vice President of Toastmasters International Virginia Beach Chapter.
- Project manager in the US Navy aircraft carrier modernization program. As a systems, programs, and research analyst in technical and logistical programs, developed and briefed modernization packages before the Configuration Control Board (CCB). Authored and submitted technical and programmatic point papers addressing various issues.
- “Pit Boss” at JFCOM design laboratory in coordinating multi-contractor efforts in the design, build-out, and integration of computer networks and conducting performance assessments for European military commands.
- Served on business development and contract proposal teams drafting sections of company proposal in bidding on government (Navy) solicitation for engineering maintenance support services.
- Conducted management analysis and drafted a command operations manual and documents with process overviews, mapping charts, three-level swim-lane format workflow process charts, decision-making flow diagrams to illustrate the strategy for desired transitions in organizations for improved efficiencies.
- Officer in Charge of AEGIS Training Support Group (ATSG) in Norfolk, VA.

### **Colonel (USA Ret.) James E. Wyatt**

#### Education:

- BS Cum Laude, Florida A and M College (FAMC), 1949.
- MS, Purdue University, Industrial Management, 1962.
- Defense Systems Management College (DSMC), Fort Belvoir, VA. 1973.

US Army Training specialist [15yrs] WestPoint, NY  
Guests CNN and Fox News



WALL  
EINHORN &  
CHERNITZER P.C.

CPAs AND ADVISORS

TRUST. TALENT. TEAMWORK.

DUPLICATE COPY

March 11, 2015

Lois Williams, PHD  
Bertha B. Williams Academy  
2532 Las Corrales Ct  
Virginia Beach, VA 23456

Dear Lois:

This letter will serve to confirm our agreement where you have requested Wall, Einhorn & Chernitzer, P.C. to consult with the management of Bertha B. Williams Academy (the Academy) regarding the proper maintenance of the Academy's internal books and records. If the terms of this agreement meet with your approval, please sign the copy below.

We will perform the following services as requested:

1. We will consult with management on the proper maintenance of the Academy's books and records and provide recommendations on accounting and tax matters as may be required so the Academy may produce internal financial statements. We may also offer you suggestions as to additional information that may benefit your operations and internal controls.
2. If requested, we will also prepare the federal Form 990, *Return of Organization Exempt From Income Tax* from information you furnish us for Bertha B. Williams Academy. We will not audit or verify the data you submit, although we may ask you for clarification or additional data.

We will use our professional judgment in preparing your return. Whenever we are aware that possibly applicable tax law is unclear or that there are conflicting interpretations of the law by authorities, e.g., tax agencies and courts, we will explain the possible positions that may be taken on your return so long as they are consistent with the codes and regulations and interpretations that have been promulgated.

3. If you require an audit of your year-end financial statements, we will perform procedures to verify our independence from the Academy. If we determine that our firm is independent, we will prepare a separate engagement letter for those services. If we determine we are not independent of the Academy, we will provide recommendations for another firm for these services.

555 EAST MAIN STREET, SUITE 1600 NORFOLK, VIRGINIA 23510  
P: 757.625.4700 F: 757.625.0527 WWW.WEC-CPA.COM

INDEPENDENTLY OWNED MEMBER OF CPAMERICA INTERNATIONAL  
AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS  
VIRGINIA SOCIETY OF CERTIFIED PUBLIC ACCOUNTANTS

As outlined in this letter, we may advise you about appropriate accounting principles and their application, but the final responsibility for the preparation and fair presentation of the Academy's internal financial statements in accordance with accounting principles generally accepted in the United States of America remains with you. Also, as part of our services, we may propose standard, adjusting, or correcting journal entries to your books and records. Management, however, has final responsibility for reviewing the proposed entries and understanding the nature and impact of the proposed entries to the Academy's internal financial statements. By your signature below, you acknowledge that you are responsible for management decisions and functions. That responsibility includes designating qualified individuals with the necessary expertise to be responsible and accountable for overseeing all the services we perform, as well as evaluating the adequacy and results of the services performed.

You are responsible for establishing and maintaining internal controls, including monitoring ongoing activities. This includes designing, implementing and maintaining internal control relevant to the preparation and fair presentation of the internal financial statements; as well as identifying and ensuring that the Academy complies with the laws and regulations applicable to its activities. We will have no responsibility to identify and communicate deficiencies in your internal control as part of these services.

Due to the limited information presented to us from you and the limited amount of time we will spend together, our consulting services are general in nature, based on limited facts, circumstances and documents, and are not intended to be relied upon by you without further analysis and research, and a written report of our review and analysis. Additional consulting services beyond the scope of this agreement will not be rendered to you unless confirmed in writing as a modification of this agreement or as a new engagement.

Because of the limitations of our consulting services, there is a risk that material errors, irregularities, or illegal acts, including fraud or defalcation, may exist and may not be detected by us. However, we will inform the appropriate level of management of any material errors and of any evidence or information that comes to our attention during the performance of our services that fraud may have occurred. We will also report to the appropriate level of management any evidence or information that comes to our attention regarding illegal acts that may have occurred, unless they are clearly inconsequential. By your signature below, you understand and agree that you are responsible for preventing and detecting fraud.

Because Wall, Einhorn & Chernitzer, P.C. will rely on Bertha B. Williams Academy and its management to discharge the forgoing responsibilities, Bertha B. Williams Academy holds harmless and releases Wall, Einhorn & Chernitzer, P.C., its shareholders and employees from all claims, liabilities, losses and costs arising in circumstances where there has been a known misrepresentation by a member of Bertha B. Williams Academy's management, which has caused, in any respect, Wall, Einhorn & Chernitzer, P.C.'s breach of contract or negligence. This provision shall survive termination of this agreement for services.

Our fees for this work will be at a maximum of 80% our regular hourly rates for the individuals involved plus out-of-pocket expenses. Payment for services is due when rendered, and billings will be submitted as work progresses and expenses are incurred.

From time to time, you may ask us to estimate what a specific portion, or the entirety, of the services will cost. To aid you in planning, we will attempt to assist you by providing estimates. You understand that all such estimates are approximations based on our experience as accountants, and they are not and should not be taken as promises or guarantees unless a separate engagement letter is executed for those services.

Billings become delinquent if not paid within 30 days of the invoice date. If billings are past due in excess of 60 days, we reserve the right to discontinue services until your account is brought current. Bertha B. Williams Academy acknowledges and agrees that we are not required to continue work in the event of Bertha B. Williams Academy's failure to pay on a timely basis for services rendered as required by this letter.

Wall, Einhorn & Chernitzer, P.C. does not keep any original client records, so we will return those to you at the completion of the services rendered. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies.

From time to time and depending upon the circumstances, we may use third-party service providers to assist us in providing professional services to you. In such circumstances, it may be necessary for us to disclose confidential client information to them. We enter into confidentiality agreements with all third party service providers and we are satisfied that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others.

Bertha B. Williams Academy hereby expressly consents to conduct business with Wall, Einhorn & Chernitzer, P.C. through the use of electronic signatures and electronic records, as those terms are defined in the Virginia Electronic Transactions Act (VA Code § 59.1-479, ET SEQ.). Bertha B. Williams Academy may withdraw its consent at any time by providing written notice to Wall, Einhorn & Chernitzer, P.C.

Any claim arising out of services rendered pursuant to this agreement shall be resolved in accordance with the laws of Virginia. Bertha B. Williams Academy and Wall, Einhorn & Chernitzer, P.C. agree that no claim arising out of services rendered pursuant to this agreement shall be filed more than two years after the date of this arrangement letter. Bertha B. Williams Academy waives any claim for punitive damages. Wall, Einhorn & Chernitzer, P.C.'s liability for all claims, damages and costs of Bertha B. Williams Academy arising from this engagement is limited to the amount of fees paid by Bertha B. Williams Academy to Wall, Einhorn & Chernitzer, P.C. for the services rendered under this letter.

We appreciate your confidence in selecting Wall, Einhorn & Chernitzer, P.C. to represent you and shall be pleased to discuss this letter with you at any time. We look forward to working with you.

If this letter correctly expresses your understanding, please sign the enclosed copy, in the space provided, and return it to us.

Sincerely,



Julie L. Sokolowski, CPA  
Shareholder

ACCEPTED:



Bertha B. Williams Academy  
Lois Williams, PHD





**Businesses Serving Norfolk and the Tidewater Community in support of  
BBWAcademy Charter School**

**Norfolk State University Corprew Avenue, Norfolk, VA 23504-3606 Dr. Eleanor  
Jones SVP 757-420-0216**

**Norfolk Eye and Surgeon Services 1005 May Avenue Norfolk, VA 23504**

**Paul Ferguson A&D Lawn Services 237-5595**

**Fish Window Cleaning Services 499-7505 office**

**Brown's Fine Hardwood Floors 426-2823**

**AJWilliams Medical; Corporation 1012 Oaklawn Avenue Norfolk, VA 23504-3606**

**A1 Moving Services 757-335-2432**

**Sweat Bros Tree Surgery 838 W 45th Street Noroflk 23508**

**Fort Norfolk Plaza Dr. Valerie A. King Primary Care, 301 Riverview Avenue, Ste  
525, Norfolk 23510**

**T's Lock & Key Services 2723 Azalea Garden Road Norfolk 23513 ,855-1161**

**Dr. James Newby Majestic & Corprew Avenue, Suite 220,Norfolk VA 23504-3606  
627-6892**

**Dr. Keith Newby Fort Norfolk Plaza, 301 Riverview Ave, Ste 500, Norfolk, VA  
23510-1066 624-1785**

**Dr. Tommy Osborne "Ste 520, Norfolk, VA 2350-1066  
757-548-7190**

**Ms. Ann K. Sullivan 1200 National Bank Center, Norfolk, VA 23520-2111, 623-5735**

**Vulcan Security Systems 2415 Lafayette Blvd. Norfolk, VA 23509 757-855-6400**

**Dr. Abraham Anderson, 2801 Tidewater Dr. Norfolk, 23509, GYN Assoc. 757-627-  
0241**

**BB& T Bank**

**Children's Hospital of the King Daughters**

**Norfolk YMCA/YWCA**

**National Geographics for Kids**

**Sports Illustrated for Kids**

**National Museum of African American History**

**Smithsonian National Museum of History**

**New Journal & Guide**

**Virginia Pilot**

**Jewish Press**

**Catholic Virginia Monthly Newspaper**

the 1990s, the number of people with a diagnosis of schizophrenia has increased in the United Kingdom (Meltzer 1997). The prevalence of schizophrenia in the United Kingdom is estimated to be 1.2% (Meltzer 1997).

There is a growing awareness of the need to improve the lives of people with schizophrenia. The United Kingdom has a number of national strategies for mental health care, including the 1998 *Mental Health Act* (MHA) and the 1999 *Mental Health Review Board* (MHRB) (MHA 1998, MHRB 1999). The MHA and MHRB are part of a wider framework of legislation and policy designed to improve the lives of people with mental health problems. The MHA and MHRB are part of a wider framework of legislation and policy designed to improve the lives of people with mental health problems. The MHA and MHRB are part of a wider framework of legislation and policy designed to improve the lives of people with mental health problems.

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## **Museum Learning Assessment Results**

### **February 23, 2015**

This data is from the CREC Museum Academy in Hartford, Connecticut.  
<http://www.crecschools.org/our-schools/crec-museum-academy>

The following information shows data from two academic school years, 2012 and 2013. Only third-grade data is available because the Museum Academy is a pre-K to 5th grade school. Data from school year 2014 is unavailable.

The table below shows Grade 3 assessment results in math, reading, and writing on the Generation 4 Connecticut Mastery Test) CMT).

When comparing the state results for minority and for free and reduced lunch students with the Museum Academy's minority and for free and reduced lunch students, it is clear that the Museum learning model is effective with minority students and poverty level students.

The table below is from the following URL:  
<http://solutions1.emetric.net/cmtpublic/CMTCode/Report.aspx>

Instructions for finding this data at this URL:

Go to: State by District/School Report

Select 2012 and 2013.

Select Grade 3.

Select "Schools" in State from the drop down menu.

In the window next to "Select Schools", select CREC at the bottom of the drop down menu.

"Museum Academy" will be visible. Select it.

When you have "State" and "Museum Academy" in the "Selected" box, click "Get Report" at the bottom of the page.

You will come to a page represented by "Screenshot 1". This is an unnecessary page, but you must travel through it to get to the data you want. When you arrive at this page, click on the blue "Disaggregate" tab at the top. Select "Ethnicity" and "F/R Meals" (free/reduced). Click "Submit".

A very large chart will appear, represented by both "Screenshot 2A" and "Screenshot 2B". (The chart is so large I had to screenshot the top and the bottom.)

You now have the data you need for third-grade assessment results that compare the State results with the Museum Learning results for years 2012 and 2013. Please remember that these are two different annual sets of third-

grade students; you can only compare 2012 third-graders in the State with the 2012 third-graders in the Museum Learning school, and separately, you can only compare the 2013 third-graders in the State with the 2013 third-graders in the Museum Learning school.

The data shows the following:

**For the year 2012, Third Grade Black/African American students:**

State-wide, Mathematics, percent at or above goal: 38.3%

Museum Learning, Mathematics, percent at or above goal: 41.7%

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State-wide, Mathematics, percent at or above proficiency: 67.2%

Museum Learning, Mathematics, percent at or above proficiency: 75.0%

-----

State-wide, Reading, percent at or above goal: 34.1%

Museum Learning, Reading, percent at or above goal: 75.0%

-----

State-wide, Reading, percent at or above proficiency: 54.1%

Museum Learning, Reading, percent at or above proficiency: 91.7%

-----

State-wide, Writing, percent at or above goal: 42.3%

Museum Learning, Writing, percent at or above goal: 45.8%

-----

State-wide, Writing, percent at or above proficiency: 70.1%

Museum Learning, Writing, percent at or above proficiency: 83.3%

**For the year 2012, Third Grade Free/Reduced Meals students:**

State-wide students, Mathematics, percent at or above goal: 44.1%

Museum Learning, Mathematics, percent at or above goal: 40.7%

(Note: This is one of two results that favor the State.)

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State-wide, Mathematics, percent at or above proficiency: 71.6%

Museum Learning, Mathematics, percent at or above proficiency: 77.8%

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State-wide, Reading, percent at or above goal: 35.2%

Museum Learning, Reading, percent at or above goal: 74.1%

-----

State-wide, Reading, percent at or above proficiency: 54.3%

Museum Learning, Reading, percent at or above proficiency: 81.5%

-----

State-wide, Writing, percent at or above goal: 42.0%

Museum Learning, Writing, percent at or above goal: 40.7%

(Note: This is the second of two results that favor the State.)

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State-wide, Writing, percent at or above proficiency: 69.8%

Museum Learning, Writing, percent at or above proficiency: 81.5%

-----

**For the year 2013, Third Grade Free/Reduced Meals students:**

State-wide students, Mathematics, percent at or above goal: 38.1%

Museum Learning, Mathematics, percent at or above goal: 54.5%

-----

State-wide, Mathematics, percent at or above proficiency: 66.8%

Museum Learning, Mathematics, percent at or above proficiency: 81.8%

-----

State-wide, Reading, percent at or above goal: 32.4%

Museum Learning, Reading, percent at or above goal: 57.1%

-----

State-wide, Reading, percent at or above proficiency: 51.6%

Museum Learning, Reading, percent at or above proficiency: 71.4%

-----

State-wide, Writing, percent at or above goal: 39.2%

Museum Learning, Writing, percent at or above goal: 59.1%

-----

State-wide, Writing, percent at or above proficiency: 66.0%

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**Summary Statement:**

The assessment results for both school years, 2012 and 2013, clearly indicates that third-grade Black/African American and Free/Reduced Meals students at the Museum Learning school in Hartford, Connecticut, scored

significantly higher than third-grade students across the state of Connecticut in mathematics, reading, and writing.

Based on this information, in all instances the third-grade Museum Learning students were significantly more proficient than State third-graders, and in some instances 50% to 100% more proficient than State third-graders.

The data shows that the museum learning model is highly effective with Black/African American students, and with Free/Reduced Meals students.

For more information please contact:

Tim Sullivan

860-509-3679

<http://www.crec.org/leadership/bio/tsullivan.php>





## **Museum Learning Assessment Results February 23, 2015**

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grade students; you can only compare 2012 third-graders in the State with the 2012 third-graders in the Museum Learning school, and separately, you can only compare the 2013 third-graders in the State with the 2013 third-graders in the Museum Learning school.

The data shows the following:

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State-wide, Writing, percent at or above proficiency: 70.1%

Museum Learning, Writing, percent at or above proficiency: 83.3%

**For the year 2012, Third Grade Free/Reduced Meals students:**

State-wide students, Mathematics, percent at or above goal: 44.1%

Museum Learning, Mathematics, percent at or above goal: 40.7%

(Note: This is one of two results that favor the State.)

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State-wide, Mathematics, percent at or above proficiency: 71.6%

Museum Learning, Mathematics, percent at or above proficiency: 77.8%

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Museum Learning, Writing, percent at or above proficiency: 81.5%

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**For the year 2013, Third Grade Black/African American students:**

State-wide students, Mathematics, percent at or above goal: 34.3%

Museum Learning, Mathematics, percent at or above goal: 61.9%

-----

State-wide, Mathematics, percent at or above proficiency: 62.8%

Museum Learning, Mathematics, percent at or above proficiency: 81.0%

-----

State-wide, Reading, percent at or above goal: 32.7%

Museum Learning, Reading, percent at or above goal: 65.0%

-----

State-wide, Reading, percent at or above proficiency: 52.3%

Museum Learning, Reading, percent at or above proficiency: 70.0%

-----

State-wide, Writing, percent at or above goal: 41.0%

Museum Learning, Writing, percent at or above goal: 71.4%

-----

State-wide, Writing, percent at or above proficiency: 67.1%

Museum Learning, Writing, percent at or above proficiency: 90.5%

-----

**For the year 2013, Third Grade Free/Reduced Meals students:**

State-wide students, Mathematics, percent at or above goal: 38.1%

Museum Learning, Mathematics, percent at or above goal: 54.5%

-----

State-wide, Mathematics, percent at or above proficiency: 66.8%

Museum Learning, Mathematics, percent at or above proficiency: 81.8%

-----

State-wide, Reading, percent at or above goal: 32.4%

Museum Learning, Reading, percent at or above goal: 57.1%

-----

State-wide, Reading, percent at or above proficiency: 51.6%

Museum Learning, Reading, percent at or above proficiency: 71.4%

-----

State-wide, Writing, percent at or above goal: 39.2%

Museum Learning, Writing, percent at or above goal: 59.1%

-----

State-wide, Writing, percent at or above proficiency: 66.0%

Museum Learning, Writing, percent at or above proficiency: 77.3%

-----

**Summary Statement:**

The assessment results for both school years, 2012 and 2013, clearly indicates that third-grade Black/African American and Free/Reduced Meals students at the Museum Learning school in Hartford, Connecticut, scored

significantly higher than third-grade students across the state of Connecticut in mathematics, reading, and writing.

Based on this information, in all instances the third-grade Museum Learning students were significantly more proficient than State third-graders, and in some instances 50% to 100% more proficient than State third-graders.

The data shows that the museum learning model is highly effective with Black/African American students, and with Free/Reduced Meals students.

For more information please contact:

Tim Sullivan

860-509-3679

<http://www.crec.org/leadership/bio/tsullivan.php>



# Data Interaction for Connecticut Mastery Test, 4th Generation

Years Grades Scores Disaggregate Filter Other

Back | Download Report

## State by District/School Report Grade 3

Site	Group	Year	Mathematics				Reading				Writing			
			Total Mathematics				Total Reading				Total Writing			
			Number Tested	Average Scale Score	% At/Above Goal	% At/Above Proficiency	Number Tested	Average Scale Score	% At/Above Goal	% At/Above Proficiency	Number Tested	Average Scale Score	% At/Above Goal	% At/Above Proficiency
Seum Academy	2012	39029	262.9	66.8	85.8	38592	245.2	59.2	74.5	40013	254.2	62.7	83.2	
	2013	37508	256.0	61.6	82.7	37068	242.5	56.9	72.4	38307	250.1	60.0	80.4	
Seum Academy	2012	42	248.5	52.4	81.0	42	263.3	76.2	85.7	43	246.2	51.2	81.4	
	2013	39	252.4	61.5	82.1	38	251.3	63.2	76.3	39	248.8	64.1	79.5	

<<<

Page: 1 of 1

>>>

Jump to page:

Go

NA : Not Available

- Results are not presented for groups fewer than 20.

Click here to view the Score Range.

Click here to view the Content Strand description.



**Avondale Email Message**  
**Feb. 5 2015**

Good morning Dr. Levine,

Attached are two files showing CRCT and MAP test results for The Museum School of Avondale Estates for the 2013-2014 academic year. I apologize for the delay in getting this information to you.

You had inquired about statistical evidence pointing to the impact museum learning has on improving student abilities. While we cannot know what our students' test scores would have been if our school employed an education model other than the museum model, we believe the national MAP test results, which show our students learning at a faster rate than the national average, serve as strong evidence of the effectiveness of the museum learning model.

As Patti Ghezzi mentioned, The Museum School of Avondale Estates has led the effort to organize a National Association of Museum Schools (NAMS), offering teachers and school leaders across the United States the opportunity to share best practices in tackling the challenges unique to museum schools. Founded in 2014, NAMS will host its first annual conference this summer at the Georgia Institute of Technology. As a platform for networking and the exchange of ideas, NAMS offers an opportunity for museum school leaders to benefit from the experiences of their peers. Please let us know if we can provide you additional information about NAMS and its upcoming conference.

Peggy Pusateri  
[peggy.pusateri@themuseumschool.org](mailto:peggy.pusateri@themuseumschool.org)

Communications Committee  
The Museum School of Avondale Estates



## **TESTS FOR HIGHER STANDARDS**

**Dr. S. Stuart Flanagan**  
Box 276  
North, VA 23128

Phone: (804) 725-7997 Fax: (804) 725-5541  
e-mail: [stuflanagan@aol.com](mailto:stuflanagan@aol.com)  
4/5/2015

**DR. LOIS WILLIAMS, FOUNDER**  
**BBWACADEMY**  
**2532 LAS CORRAES COURT**  
**VIRGINIA BEACH 23456-4200**

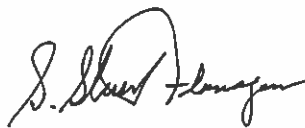
**Dear Dr. Williams:**

**Thank you for your kind invitation to assist with the assessment development for your proposed school. I would be delighted to work with your chief academic officer to analyze and to assist with providing the following services:**

- **Create baseline tests in all subjects grades K-5.**
- **Create quarterly test for grades K-5 in all subjects.**

**I look forward to knowing how your development plan progress.**

**Best Wishes,**



**Stuart Flanagan**

AJWILLIAMS MEDICAL CORPORATION

1012 Oaklawn Avenue

Norfolk, Virginia 23504-3606

757-293-5706

April 5, 2016

The AJWilliams Medical Corporation is committed to providing Health Services for  
BBWAcademy.

AJWilliams, MD, AMBIE

# 912948 Nurse  
# 0101017318 Dept of Health Professor



April 2, 2015

Bertha B. Williams Academy  
2532 Las Corrales Ct.  
Virginia Beach, VA 23456  
P: 757-304-7059

To Whom It May Concern,

Jolley Insurance Group, an insurance agency, has provided an estimate of insurance costs for Bertha B. Williams Academy. The cost breakdown below is only an estimate and not an actual quote from an insurance carrier. We have based these estimations on current market conditions and our understanding of the operations of the school. It is important to note that these costs could vary greatly in the future and this is in no way a guarantee of what the costs will be when the insurance is actually purchased.

General Liability	\$ 6,000
-incl. Abuse & Molestation	
Umbrella	\$ 3,500
Educators' Legal Liability	\$ 1,500
Employment Practices Liability	\$ 1,500
Employment Benefits Liability	\$ 500
Directors & Officers	\$ 1,500
Property	\$ 2,000
Workers Compensation	\$ 5,000
Total Estimated Cost	\$21,500

Please feel free to contact me if you have any questions regarding the information provided.

Thank you,

A handwritten signature in cursive script that reads 'Vance Jolley'.

Vance Jolley  
Account Executive

From: Vance Jolley <vance@jolleyinsurance.com> 📧

Date: Friday, April 3, 2015 2:26 PM

To: drlwilliams1@cox.net <drlwilliams1@cox.net> 📧

Subject: RE: Insurance Proposal

Size: 557 KB

Attachments  
: [MX-M550N\\_20150403\\_114741.pdf \(549.9 KB\)](#)

Here you go. This policy is for a bigger school so the premiums are higher but your policy would look the same just with lower premiums. Keep in mind that we have several insurance companies we work with, this is simply one of them. We will quote out your school with several companies and present all the quotes to you.

Please let me know if you have any questions. Thanks!

VANCE JOLLEY I Jolley Insurance Group  
7265 S DEAN MARTIN DR STE 130 LAS VEGAS NV 89118

[WWW.JOLLEYINSURANCE.COM](http://WWW.JOLLEYINSURANCE.COM)

OFFICE 702-507-6999 CELL 702-612-2982 FAX 702-507-6998

POLICY NUMBER: PHUB468970


**PHILADELPHIA**  
**INSURANCE COMPANIES**

A Member of the Tokio Marine Group

 One Bala Plaza, Suite 100  
 Bala Cynwyd, Pennsylvania 19004  
 610.617.7900 Fax 610.617.7940  
 PHLY.com

## COMMERCIAL UMBRELLA LIABILITY INSURANCE POLICY DECLARATIONS

Philadelphia Indemnity Insurance Company	108017 Jolley Insurance Group, LLC 7265 S. Dean Martin Drive Suite 130 Las Vegas, NV 89118  (702) 507-6999
NAMED INSURED:	
MAILING ADDRESS:	
POLICY PERIOD: FROM <u>08/01/2014</u> TO <u>08/01/2015</u> AT 12:01 A.M. STANDARD TIME AT YOUR MAILING ADDRESS SHOWN ABOVE	

IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL THE TERMS OF THIS POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY.

LIMITS OF INSURANCE	
EACH OCCURRENCE LIMIT (LIABILITY COVERAGE)	\$ <u>3,000,000</u>
PERSONAL & ADVERTISING INJURY LIMIT	\$ <u>3,000,000</u> Any one person or organization
PRODUCTS COMPLETED OPERATIONS AGGREGATE LIMIT	\$ <u>3,000,000</u>
GENERAL AGGREGATE LIMIT (LIABILITY COVERAGE) (except with respect to Auto Liability and Products Completed Operations)	\$ <u>3,000,000</u>

RETAINED LIMIT	
RETAINED LIMIT:	\$ <u>10,000</u>

# Philadelphia Indemnity Insurance Company

## Locations Schedule

Policy Number:

Premis. No.	Bldg. No.	Address
----------------	--------------	---------

0001	0001	
------	------	--

0002	0001	
------	------	--



POLICY NUMBER:

PREMIUM	
PREMIUM SUBTOTAL	\$ 5,215.00
STATE TAXES, FEES, SURCHARGES (if applicable)	\$Not Applicable
PREMIUM TOTAL (including Taxes, Fees, Surcharges)	\$ 5,215.00
AUDIT PERIOD: <input checked="" type="checkbox"/> NOT APPLICABLE <input type="checkbox"/> ANNUALLY <input type="checkbox"/> SEMI-ANNUALLY <input type="checkbox"/> QUARTERLY <input type="checkbox"/> MONTHLY	

DESCRIPTION OF BUSINESS	
FORM OF BUSINESS:	<u>NON PROFIT ORGANIZATION</u>
BUSINESS DESCRIPTION:	<u>Specialty School Umbrella</u>

ENDORSEMENTS ATTACHED TO THIS POLICY	
SEE ATTACHED SCHEDULE	



**PHILADELPHIA**  
INSURANCE COMPANIES

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One Bala Plaza, Suite 100  
Bala Cynwyd, Pennsylvania 19004  
610.617.7900 Fax 610.617.7940  
PHLY.com

**Philadelphia Indemnity Insurance Company**  
**COMMON POLICY DECLARATIONS**

**Policy Number:**

**Named Insured and Mailing Address:**

**Producer: 108017**  
Jolley Insurance Group, LLC  
7265 S. Dean Martin Drive  
Suite 130  
Las Vegas, NV 89118

**Policy Period From: 08/01/2014 To: 08/01/2015**

at 12:01 A.M. Standard Time at your mailing  
address shown above.

**Business Description: Private School**

IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL THE TERMS OF THIS  
POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY.

THIS POLICY CONSISTS OF THE FOLLOWING COVERAGE PARTS FOR WHICH A PREMIUM IS  
INDICATED. THIS PREMIUM MAY BE SUBJECT TO ADJUSTMENT.

	PREMIUM
Commercial Property Coverage Part	
Commercial General Liability Coverage Part	21,022.00
Commercial Crime Coverage Part	
Commercial Inland Marine Coverage Part	
Commercial Auto Coverage Part	247.00
Businessowners	
Workers Compensation	
UltimateCover Property Coverage Part	4,722.00
Educators Protection Plus	2,087.00
Employee Benefits	300.00
Sexual/Physical Abuse	INCLUDED

**Total \$ 28,378.00**

**Total Includes Federal Terrorism Risk Insurance Act Coverage 112.00**

**FORM (S) AND ENDORSEMENT (S) MADE A PART OF THIS POLICY AT THE TIME OF ISSUE**  
**Refer To Forms Schedule**

\*Omits applicable Forms and Endorsements if shown in specific Coverage Part/Coverage Form Declarations

CPD- PIIC (01/07)

Countersignature Date

Authorized Representative

# Philadelphia Indemnity Insurance Company

## Form Schedule -- Policy

Policy Number:

Forms and Endorsements applying to this Coverage Part and made a part of this policy at time of issue:

Form	Edition	Description
Recurring Payment Flyer	1212	Recurring Payment Flyer
CSNotice-1	0813	Making Things Easier
BJP-190-1	1298	Commercial Lines Policy Jacket
PP0713	0713	Privacy Policy Notice
CPD-PIIC	0107	Common Policy Declarations
Location Schedule	0100	Location Schedule
PI-BELL-1	1109	Bell Endorsement
PI-CME-1	1009	Crisis Management Enhancement Endorsement
IL0017	1198	Common Policy Conditions
IL0021	0908	Nuclear Energy Liability Exclusion Endorsement
IL0031	0106	Exclusion of Terrorism/Nuclear, Biological or Chemical
IL0110	0907	Nevada Chgs - Concealment, Misrepresentation or Fraud
IL0115	0110	Nevada Changes - Domestic Partnership
IL0251	0907	Nevada Changes - Cancellation and Nonrenewal
IL0985	0108	Disclosure Pursuant to Terrorism Risk Insurance Act
IL0986	0308	Excl of Certified Acts of Terrorism Involving Nuclear
PI-ARB-1 NV	0214	Nevada - Removal Of Mandatory Arbitration

# Philadelphia Indemnity Insurance Company

## COMMERCIAL GENERAL LIABILITY COVERAGE PART DECLARATIONS

Policy Number:

Agent # 108017

☒ See Supplemental Schedule

### LIMITS OF INSURANCE

\$	2,000,000	General Aggregate Limit (Other Than Products – Completed Operations)
\$	2,000,000	Products/Completed Operations Aggregate Limit (Any One Person Or Organization)
\$	1,000,000	Personal and Advertising Injury Limit
\$	1,000,000	Each Occurrence Limit
\$	100,000	Rented To You Limit
\$	5,000	Medical Expense Limit (Any One Person)

### FORM OF BUSINESS: NON PROFIT ORGANIZATION

Business Description: Private School

Location of All Premises You Own, Rent or Occupy: SEE SCHEDULE ATTACHED

AUDIT PERIOD, ANNUAL, UNLESS OTHERWISE STATED: This policy is not subject to premium audit.

		Rates		Advance Premiums		
Classifications	Code No.	Premium Basis	Prem./ Ops.	Prod./ Comp. Ops	Prem./ Ops.	Prod./ Comp. Ops.
SEE SCHEDULE ATTACHED						
TOTAL PREMIUM FOR THIS COVERAGE PART:					\$ 21,022.00	\$

### RETROACTIVE DATE (CG 00 02 ONLY)

This insurance does not apply to "Bodily Injury", "Property Damage", or "Personal and Advertising Injury" which occurs before the retroactive date, if any, shown below.

Retroactive Date: \_\_\_\_\_

FORM (S) AND ENDORSEMENT (S) APPLICABLE TO THIS COVERAGE PART: Refer To Forms Schedule

Countersignature Date

Authorized Representative

# Philadelphia Indemnity Insurance Company

## Form Schedule – General Liability

Policy Number:

Forms and Endorsements applying to this Coverage Part and made a part of this policy at time of issue:

Form	Edition	Description
Gen Liab Dec	1004	Commercial General Liability Coverage Part Declaration
Gen Liab Schedule	0100	General Liability Schedule
CG0001	0413	Commercial General Liability Coverage Form
CG2101	1185	Exclusion - Athletic or Sports Participants
CG2106	0514	Excl-Access/Disclosure-With Ltd Bodily Injury Except
CG2146	0798	Abuse Or Molestation Exclusion
CG2147	1207	Employment-Related Practices Exclusion
CG2149	0999	Total Pollution Exclusion Endorsement
CG2167	1204	Fungi or Bacteria Exclusion
CG2184	0108	Exclusion of Certified Nuclear, Biological, Chemical
CG2230	0798	Exclusion - Corporal Punishment
CG2267	1093	Corporal Punishment
CG2271	0413	Colleges or Schools (Limited Form)
CG2402	1204	Binding Arbitration
PI-GL-001	0894	Exclusion - Lead Liability
PI-GL-002	0894	Exclusion - Asbestos Liability
PI-GLD-VS	0108	General Liability Deluxe Endorsement: Schools

**Philadelphia Indemnity Insurance Company**  
**COMMERCIAL GENERAL LIABILITY COVERAGE PART**  
**SUPPLEMENTAL SCHEDULE**

Policy Number:

Agent # 108017

Classifications	Code No.	Premium Basis	Rates		Advance Premiums	
			Prem./ Ops.	Prod./ Comp. Ops.	Prem./ Ops.	Prod./ Comp. Ops.
NV PREM NO. 001 SCHOOL-FACULTY LIAB-CORP PUNSH  PROD/COMP OP SUBJ TO GEN AGG LIMIT	47469	47 FACULTY MEM	10.923	INCL	514	INCL
NV PREM NO. 001 SCHOOL-PRIV-ELEM/KINDRGRTN-NFP  PROD/COMP OP SUBJ TO GEN AGG LIMIT	47476	882 STUDENT	10.923	INCL	9,656	INCL
NV PREM NO. 002 SCHOOL-FACULTY LIAB-CORP PUNSH  PROD/COMP OP SUBJ TO GEN AGG LIMIT	47469	37 FACULTY MEM	10.923	INCL	405	INCL
NV PREM NO. 002 SCHOOL-PRIV-ELEM/KINDRGRTN-NFP  PROD/COMP OP SUBJ TO GEN AGG LIMIT	47476	780 STUDENT	10.923	INCL	8,540	INCL
NV LIABILITY DELUXE	44444				1,907	

# Philadelphia Indemnity Insurance Company

POLICY NUMBER:

COMMERCIAL AUTO  
CA DS 03 03 10

## BUSINESS AUTO DECLARATIONS

### ITEM ONE

<b>Named Insured and Mailing Address:</b>	
<b>Policy Period</b>	
<b>From:</b> 08/01/2014	
<b>To:</b> 08/01/2015	At 12:01 AM Standard Time at your mailing address shown above
<b>Previous Policy Number:</b>	

**Form Of Business:** NON PROFIT ORGANIZATION

In return for the payment of the premium, and subject to all the terms of this policy, we agree with you to provide the insurance as stated in this policy.

Premium shown is payable at inception: \$  
Audit Period (If Applicable): ☐ Annually ☐ Semiannually ☐ Quarterly ☐ Monthly

<b>Endorsements Attached To This Policy</b>
See Schedule Attached

<b>Countersignature Of Authorized Representative</b>
<b>Name:</b>
<b>Title:</b>
<b>Signature:</b>
<b>Date:</b>

**ITEM TWO****Schedule Of Coverages And Covered Autos**

This policy provides only those coverages where a charge is shown in the premium column below. Each of these coverages will apply only to those "autos" shown as covered "autos". "Autos" are shown as covered "autos" for a particular coverage by the entry of one or more of the symbols from the Covered Autos Section of the Business Auto Coverage Form next to the name of the coverage.

<b>Coverages</b>	<b>Covered Autos</b>	<b>Limit</b>	<b>Premium</b>
<b>Liability</b>	08, 09	\$ 1,000,000      CSL	\$ 246.00
<b>Personal Injury Protection (Or Equivalent No-fault Coverage)</b>		Separately Stated In Each Personal Injury Protection Endorsement Minus \$                                      Deductible	\$
<b>Added Personal Injury Protection (Or Equivalent Added No-fault Coverage)</b>		Separately Stated In Each Added Personal Injury Protection Endorsement	\$
<b>Property Protection Insurance (Michigan Only)</b>		Separately Stated In The Property Protection Insurance Endorsement Minus \$                                      Deductible For Each Accident	\$
<b>Auto Medical Payments</b>		\$	\$
<b>Medical Expense And Income Loss Benefits (Virginia Only)</b>		Separately Stated In The Medical Expense And Income Loss Benefits Endorsement	\$
<b>Uninsured Motorists</b>		\$	\$
<b>Underinsured Motorists (When Not Included In Uninsured Motorists Coverage)</b>		\$	\$





**PHILADELPHIA**  
INSURANCE COMPANIES

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One Bala Plaza, Suite 100  
Bala Cynwyd, Pennsylvania 19004  
610.617.7900 Fax 610.617.7940  
PHLY.com

**Philadelphia Indemnity Insurance Company**  
**COMMON POLICY DECLARATIONS**

**Policy Number:**

**Named Insured and Mailing Address:**

**Producer: 108017**  
Jolley Insurance Group, LLC  
7265 S. Dean Martin Drive  
Suite 130  
Las Vegas, NV 89118

**Policy Period From: 08/01/2014 To: 08/01/2015**

at 12:01 A.M. Standard Time at your mailing  
address shown above.

**Business Description: Non-Profit Organization**

IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL THE TERMS OF THIS  
POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY.

THIS POLICY CONSISTS OF THE FOLLOWING COVERAGE PARTS FOR WHICH A PREMIUM IS  
INDICATED. THIS PREMIUM MAY BE SUBJECT TO ADJUSTMENT.

	PREMIUM
Commercial Property Coverage Part	
Commercial General Liability Coverage Part	
Commercial Crime Coverage Part	
Commercial Inland Marine Coverage Part	
Commercial Auto Coverage Part	
Businessowners	
Workers Compensation	
Flexi Plus Five	4,105.00

**Total \$ 4,105.00**

**FORM (S) AND ENDORSEMENT (S) MADE A PART OF THIS POLICY AT THE TIME OF ISSUE**  
**Refer To Forms Schedule**

\*Omits applicable Forms and Endorsements if shown in specific Coverage Part/Coverage Form Declarations

CPD- PIIC (01/07)

Countersignature Date

Authorized Representative

# Philadelphia Indemnity Insurance Company

## Form Schedule – Policy

Policy Number:

Forms and Endorsements applying to this Coverage Part and made a part of this policy at time of issue:

Form	Edition	Description
Recurring Payment Flyer	1212	Recurring Payment Flyer
CSNotice-1	0813	Making Things Easier
BJP-190-1	1298	Commercial Lines Policy Jacket
LAH-Notice	0813	Policyholder Notice (Loss Assistance Hotline)
PP0713	0713	Privacy Policy Notice
CPD-PIIC	0107	Common Policy Declarations
IL0985	0108	Disclosure Pursuant to Terrorism Risk Ins Act of 2002
PI-ARB-1 NV	0214	Nevada - Removal Of Mandatory Arbitration



**PHILADELPHIA**  
INSURANCE COMPANIES

A Member of the Tokio Marine Group

One Bala Plaza, Suite 100  
Bala Cynwyd, Pennsylvania 19004  
610.617.7900 Fax 610.617.7940  
PHLY.com

**FLEXIPLUS FIVE**

NOT-FOR-PROFIT ORGANIZATION DIRECTORS & OFFICERS LIABILITY INSURANCE  
EMPLOYMENT PRACTICES LIABILITY INSURANCE  
FIDUCIARY LIABILITY INSURANCE  
WORKPLACE VIOLENCE INSURANCE  
INTERNET LIABILITY INSURANCE

**Philadelphia Indemnity Insurance Company**

Policy Number:

**DECLARATIONS**

**NOTICE: EXCEPT TO SUCH EXTENT AS MAY OTHERWISE BE PROVIDED HEREIN, THIS POLICY IS WRITTEN ON A CLAIMS MADE BASIS AND COVERS ONLY THOSE CLAIMS FIRST MADE DURING THE POLICY PERIOD AND REPORTED IN WRITING TO THE INSURER PURSUANT TO THE TERMS HEREIN. THE AMOUNTS INCURRED FOR DEFENSE COST SHALL BE APPLIED AGAINST THE RETENTION.**

Item 1. Parent Organization and Address:

Internet Address:

Item 2. Policy Period: From: 08/01/2014 To: 08/01/2015  
(12:01 A.M. local time at the address shown in Item 1.)

Item 3. Limits of Liability:

(A)	Part 1, D&O Liability:	\$	1,000,000	each Policy Period.
(B)	Part 2, Employment Practices:	\$	1,000,000	each Policy Period.
(C)	Part 3, Fiduciary Liability:	\$		each Policy Period.
(D)	Part 4, Workplace Violence:	\$		each Policy Period.
(E)	Part 5, Internet Liability:	\$		each Policy Period.
(F)	Aggregate, All Parts:	\$	1,000,000	each Policy Period.

# Philadelphia Indemnity Insurance Company

## Form Schedule – Flexi Plus Five

Policy Number:

Forms and Endorsements applying to this Coverage Part and made a part of this policy at time of issue:

Form	Edition	Description
PI-NPD-1	0102	FlexiPlus Five Declarations Page
PI-BELL-1	1109	Bell Endorsement
PI-CME-1	1009	Crisis Management Enhancement Endorsement
PI-NPD-2	0102	Flexi Plus Five Coverage Form
PI-NPD-8	0102	Shared Limits Endorsement
PI-NPD-9	0102	Accreditation/Certification/Standard Setting Exclusion
PI-NPD-23	0102	Peer Review, Credentialing and Disciplinary Exclusion
PI-NPD-25	0102	Professional Services Exclusion(Supervision Carve-Out)
PI-NPD-27	1011	Sexual Abuse Exclusion
PI-NPD-52	1203	Amendment of Exclusions
PI-NPD-82	1012	Pro-Pak Elite Enhancement
PI-MANU-2	0100	Absolute Breach of Contract Exclusion
PI-NPD-NV-1	0602	Nevada Amendatory Endorsement
PI-SLD-001	0108	Cap on Losses from Certified Acts of Terrorism

Item 4. Retention:

(A)	Part 1, D&O Liability:	\$	10,000	for each Claim under Insuring Agreement B & C.
(B)	Part 2, Employment Practices:	\$	10,000	for each Claim.
(C)	Part 3, Fiduciary Liability:	\$		for each Claim.
(D)	Part 4, Workplace Violence:	\$		for each Workplace Violence Act.
(E)	Part 5, Internet Liability:	\$		for each Claim.

Item 5. Prior and Pending Date: Part 1 08/01/2014 Part 2 08/01/2014 Part 3 No Date Applies  
Part 4 No Date Applies Part 5 No Date Applies

Item 6. Premium:

Part 1	\$	3,582.00	Part 2	\$	523.00	Part 3
Part 4			Part 5			

State Surcharge/Tax: *Total Premium:* \$ 4,105.00

Item 7. Endorsements: PER SCHEDULE ATTACHED

In witness whereof, the Insurer issuing this Policy has caused this Policy to be signed by its authorized officers, but it shall not be valid unless also signed by the duly authorized representative of the Insurer.



Authorized Representative

---

Countersignature

---

Countersignature Date





# EDUCATIONAL PROGRAMS 2015



## VIRGINIA AIR & SPACE CENTER

Center For Integrated Curriculum



Visitor Center for NASA Langley Research Center.



# Pre-K

## **Space Cadets**

Foundation Blocks: Science 4a



**STEM**

Junior astronauts will identify the life needs of people and living things on Earth. They will see a real-life astronaut suit and learn how NASA engineers have designed space suits, spacecraft, and the International Space Station to meet the life needs of people and other living things in space. Students will see what space food is like and take their own astronaut puppet home.

## **It Matters**

Foundation Blocks: Science 1a, b, d, 3f



**STEM**

The students will investigate the properties of matter that make solids, liquids and gasses. They will learn the terms solid, liquid, and gas, and identify objects as such. The students will witness how ice turns into water and then steam, and what happens when a solid and liquid mix.

## **That's Attractive!**

Foundation Blocks: Science 2a, b



**STEM**

Students will experiment with magnets to see first-hand the effects they have on objects. Through various activities, students will learn that magnets are "attracted to" some objects and "not attracted to" other objects. Students will also discover that magnets have poles, and the effects that magnets have on other magnets when the poles are involved.

## **That's How It Grows**

Foundation Blocks: Science 1b, 6c



**STEM**

Students will be able to recognize the stages of plant growth from seed to flower using pictures and words. They will observe the necessary elements needed to sustain a plant's life such as sun, water, and soil. Students will name the four basic parts of a flowering plant.

## **Space Racers™**

### **Roll, Pitch, Yaw**

Foundation Blocks: Science 1d; Health and Physical Development 2a, c



**STEM**

**NEW!**

Students explore the flight terms "roll," "pitch," and "yaw," and learn how to explain the different ways a plane can move. Then put on some foam wings to become a "plane," and test what it feels like to roll, pitch, and yaw!



## **Measure Me**

Foundation Blocks: Mathematics 3a, b, c



**STEM**

Students will learn about different types of measurement. They will identify a clock, balance scale, ruler, measuring cup, and thermometer and discuss what each item measures. The students will match a measurement to the item used, and will experience how the measuring cup, balance scale and thermometer work through hands-on group investigation.

## **Scavenger Hunt**

Foundation Blocks: Mathematics 1, 4; Science 1a



**STEM**

**NEW!**

Request a scavenger hunt as part of your self-guided tour. Enjoy the museum while learning a fact or two about our amazing exhibits. All scavenger hunts include Math and Science Standards of Learning Objectives. Walk around our exhibits and identify different shapes that can be found in our exhibits. How many squares can you find? What about circles? Can you find any triangles? Enjoy the exhibits while you go shape hunting!

# Grades K-2

## **Balls, Ramps & Rolling Things**

Science SOL: K.1a, c, d, K.4b, d, 1.1c, 1.2



Students will explore the world of force and motion, and investigate gravity, magnets and friction. They will use their senses to identify heavy and light objects. Students will predict how gravity will make objects move, then conduct experiments with ramps to check their prediction.

## **Space Colony**

Science SOL: K.1, K.4, K.6, 1.1, 1.5, 2.1, 2.5



Through active game participation, students will identify what living things need to survive (food, water, air and shelter), and how NASA provides those needs for astronauts in space. They will learn that animals, including people, cannot survive in space unless their needs are met, and that they depend on the surroundings to meet these needs.



## **Wee Weather**

Science SOL: K.9a, 1.7, 2.6



Students will collect weather data (temperature, wind and precipitation) provided by simulated weather instruments. They will identify these readings with the actual pattern of weather or climate represented and will choose appropriate clothing for the various weather conditions indicated. Students will also explore water cycles.



## **Space Freeze**

Science SOL: 1.1, 2.1, 2.3



Students will witness the effects of extremely cold temperatures on different types of matter. They will learn how NASA uses liquid nitrogen to test if materials will work in space. Students will predict and observe the results as air-filled balloons are submerged in a container of liquid nitrogen. They will observe how liquid nitrogen causes a physical change in water, and will then get to blow smoke out of their nose when they eat a liquid nitrogen frozen goldfish!

## **How's It Growing**

Science SOL: K.7 a, b, c, d, 1.4, 1.5, 2.4



Students will discover the life cycles of plants, butterflies and deer. They will recognize the similarities and differences within. While separating plants into different categories based upon characteristics, they will learn the parts of a plant and its function. During game play, students will complete the life cycles by collecting cards of the different life cycle stages.

## **Space Cadets**

SOL: K.1, K.6b, 1.1, 1.5a, 2.1, 2.5a-b



Students will identify what living things need to survive (food, water, air, and shelter), and how NASA provides those needs for astronauts in space. They will learn that we cannot survive in space unless those needs are met, and that we depend on the surroundings to meet our needs. Students will see a real-life astronaut suit and learn how NASA engineers have designed space suits, spacecraft, and the International Space Station to meet the life needs of people and other living things in space.

## **Structures**

Science SOL: 2.1, Social Studies SOL: 2.1, 2.3, Mathematics SOL: 2.20



Using pictures and models, students will identify three dimensional figures used in the architecture of ancient civilizations including pyramids (Egypt), columns and arches. They will also identify the use of these basic structures in modern construction. Conducting an experiment, students will first predict the ability of structures to support increased weights, and then observe the result of the experiment. Students will learn how NASA engineers helped design the big structure in outer space: the International Space Station!

## **Scavenger Hunt**

Mathematics SOL: K.6, K.11, K.15, 1.1a, 1.13, 2.1, 2.6, 2.7, 2.21; Science SOL: K.4b, 1.1i, 2.1h; English SOL: K.2, K.12b, 1.2d, 1.8, 2.5a, 2.6, 2.9f, 2.11



Imagine an adventure through time and space to observe the advancements of air and space travel. You will need to hunt for important details that are monumental to the growth of air and space travel. Go on a scavenger hunt to help you complete this mission!



## Grades K-2

### **Magnets**

Science SOL: K.3, 1.2c, 2.2



**STEM**

Through various activities, students will learn that magnets are "attracted" to some objects and "not attracted" to others. They will experiment with magnets and learn how they can move objects. Students will discover the different applications of magnets and how they are used in every day life. Through interactive play, students will use a compass to find their way around town.



### **Jr. Mad Scientist**

Science SOL: K.1, 1.1, 2.1



**STEM**

The students will experience the nature of science using the scientific method and observing simple experiments that emphasize observation and prediction. Students will see how a gas is made from mixing a solid and a liquid. They will guess what is in the mystery box and use a balance scale to prove how we rely on our senses for science. They will make predictions and test what would happen to a marshmallow if it ever went into space, and learn how NASA astronauts perform science experiments in space.

## Grades 3-5

### **Under the Weather**

Science SOL: 3.9b, c, 4.6, 5.1g, i



**STEM**

While studying cloud and storm formation, students will use charts and weather instruments to collect data in order to predict future weather conditions. Students will use weather symbols to map their predictions. Using a model, students will also observe the water cycle.

### **Scream Machines**

Science SOL: 3.1a, g, j, 4.1a, 4.2, 5.1i



**STEM**

Students will explore the science concepts engineers apply in building fantastic roller coasters. They will investigate the inertia & force concepts at work in our everyday lives. Students will be introduced to force, motion, and energy through interactive demonstrations featuring gravity, potential and kinetic energy and friction. They will work in collaborative teams to design and model a simulated roller coaster ride, and then use the scientific method to improve the performance of their designs.

### **Moon Colony**

Science SOL: 3.9d, 3.11, 4.8d, 5.7a

History SOL: 3.10



**STEM**

Students will explore how to colonize the moon. Students will

### **Mad Scientist**

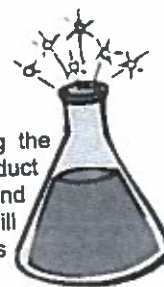
Science SOL: 3.1, 4.1, 5.1, 5.4

Math SOL: 3.14, 4.10, 4.11, 4.12, 5.11



**STEM**

Students will investigate the nature of science using the scientific method to perform an experiment. They will conduct preliminary observations using scientific instruments and form hypotheses about the materials on which they will experiment. Students will gather data to graph results and draw a conclusion.



### **Virginia's Natural Resources**

Science SOL: 3.7, 4.8



**STEM**

Students will examine Virginia's wide variety of natural resources and their impact on our everyday lives. They will be introduced to how the waterways, minerals, soils, and renewable resources, like forests, shape the way we live and work in Virginia. Students will learn how everyone can help prevent pollution and help conserve our ecosystems by recycling our natural resources.

### **Gross Science**

Science SOL: 3.4a, 3.5a, 4.5c, f



**STEM**

Students will take a close look at the producers, consumers and decomposers of the food chain. Examine owl pellets and see what they ate and learn about mosquitoes and



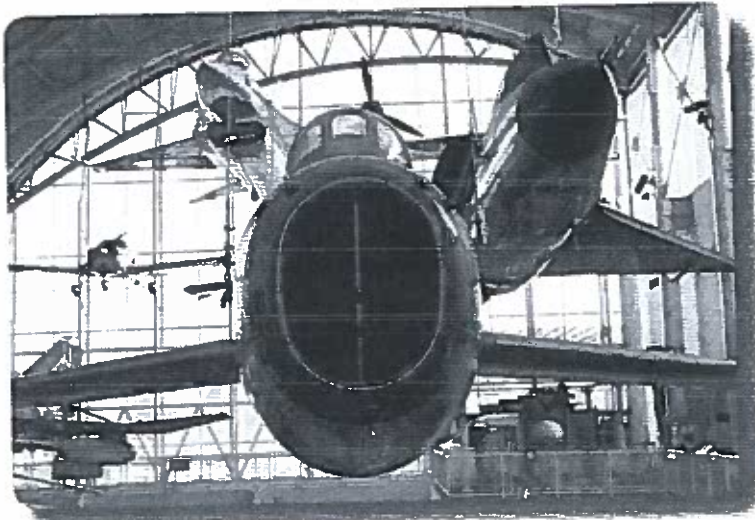


# Exhibits

## Take flight to the Virginia Air & Space Center

At the Virginia Air & Space Center, the official visitor center for NASA Langley Research Center, science comes alive through hands-on exhibits and larger-than-life IMAX films.

Step aboard a DC-9 and fly an airplane in the **Adventures in Flight** gallery, travel to Mars and explore NASA's space exploration program with **Space Quest: Exploring the Moon, Mars, and Beyond** or choose from a variety of educational and Hollywood Blockbuster IMAX films.



## The Birthplace of America's Space Program



It all began in 1958 when NACA became the National Aeronautics and Space Administration (NASA). The first astronauts trained and lived right here in Hampton.

Today, you can rediscover America's space program roots at the Virginia Air & Space Center. Come face-to-face with the *Apollo 12* Command Module from the second manned mission to the moon, and examine a three billion-year-old moon rock brought back by *Apollo 17*. Explore the next step in human space exploration with the Orion spacecraft and see a Mars Meteorite. Marvel at the Lunar Excursion Module Simulator (LEMS) that the first astronauts used at NASA Langley Research Center to practice landing on the Moon.

## Your Boarding Pass to Adventure!

Take an aviation adventure from the origins of flight to the future of air travel with a variety of hands-on, one-of-a-kind exhibits and simulators that can transform anyone into a pilot for the day. Your imagination will soar as you fly an airplane, become an air traffic controller, gaze at a replica of the *1903 Wright Flyer* and climb aboard a WWII bomber. Discover what happens to your luggage on a trip, experience wing-walking on a Curtiss-Jenny, and take a virtual tour of the *USS Ronald Reagan* aircraft carrier.

Email the group sales office [groupsales@vasc.org](mailto:groupsales@vasc.org) to schedule your group visit today!

# Educator Resources



## Educator Resource Center for NASA Langley

The Educator Resource Center (ERC) for NASA Langley Research Center provides free instructional information, materials and consultation, and training workshops on NASA educational products, programs and services. Using a subject/grade level approach, educators obtain standards based technology in print, video and web-based instruction formats. For more information call 727-0900, ext. 757.

### Contact Information:

ERC for NASA Langley at the Virginia Air & Space Center  
600 Settlers Landing Road, Hampton, VA 23669-4033

Phone: (757) 727-0900, ext. 757

www.vasc.org/erc • E-mail: [erc@vasc.org](mailto:erc@vasc.org)

### Free Resources Available:

- Educator's guides & classroom activities for all grade levels
- NASA publications from wall posters to information pamphlets
- Reference books and unique items for use in the ERC
- NASA videos available on DVD
- Educator workshops and briefings to include:
  - Internet resource training
  - Lunar & meteor sample certification
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## Hampton Carousel



Take a spin on the Hampton Carousel, a restored, turn-of-the-century carousel adjacent to the Virginia Air & Space Center. One of only 200 antique carousels still in the United States, the Hampton Carousel was built in 1920 & features 48 intricately decorated horses.

A carousel ticket may be added to your group visit for only \$1.00 (per person)



## **Bertha B. Williams Public Schools Board of Directors**

### **Job Description/Public Charter Schools Board Responsibilities**

**The Board is a governing and policy making board. The Board of Directors as a whole is generally responsible for:**

- **Ensuring that by-laws and appropriate board policies are in place and followed to meet expectations outlined in Virginia Nonprofit Integrity Act and the IRS Intermediate Sanctions Regulations and other applicable laws.**
- **Monitoring the financial stability and integrity of the organization, through reports made by the Finance and Audit Committees to full board, by reviewing quarterly financial statements, approving the external auditor, and reviewing annual audited statements.**
- **Every year, reviewing and providing feedback on reports from the Executive on agency performance against the priorities as well as other objectives.**
- **Supporting the Chief Executive Officer (“CEO”) to lead the organization; and with the Executive Committee’s leadership annually reviewing his/her performance against annual objectives and organizational priorities, and approving his/her annual compensation package.**
- **Selecting and employing the Chief Executive Officer.**

### **Individual Board Members are responsible for:**

- **Attending the quarterly board meetings, including reading the board briefing materials ahead of the meeting and participating in meeting discussions.**
- **Reporting to the Board President any potential conflicts of interest between what is in BBWA Public Schools best interests and what might be in the best interest of the individual Board Member or of other agencies with which he or she is closely affiliated.**
- **Keeping BBWA Public Schools finances, fund development, or business development strategy, and other information as requested confidential.**
- **Providing input and feedback to staff – in board meetings and between meetings as requested – on BBWA Public Schools publications and other program activities.**
- **Enhancing the organization’s public image, visibility and credibility.**
- **Bringing resources to the organization by making a personal annual donation, and by sharing personal contacts with foundation staff with the CEO.**
- **Connecting and networking the organization to constituencies, audiences, organizations, and influential individuals to which individual members have access.**
- **Identifying and recruiting strong Board Members who will contribute time and energy to the agency’s credibility, visibility, quality, and growth while ensuring a broad range of education perspectives consistent with BBWA Public Charter**



**Schools' mission.**

- **Annually and candidly assessing one's own participation on the board, and looking for opportunities to increase contribution over time.**

## **Administrative Manager**

### **Responsibilities:**

- Maintaining attendance records;
- Assisting in purchasing, transportation, travel arrangements, and field trips;
- Performing scheduling duties;
- Collecting data required for the preparation of reports to the charter entity and other appropriate bodies;
- Answering phones;
- Welcoming parents, children, and guests to the school;
- Coordinating mailings and copying;
- Other duties, as assigned.

### **Qualifications:**

- High school diploma or higher degree;
- Demonstrated organizational and writing skills;
- Prior experience in an administrative assistant position;
- Demonstrated ability to relate well to adults and children.



# Principal

## Responsibilities:

- Pursue the vision and Execute the mission of the school;
- As Head of School provide leadership and direction to staff (including Director of Finance and Operations, Director of Curriculum and Instruction, Director of School Culture, and other administrative staff, consultants, administrative assistant, and all teachers);
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs;
- Hire, evaluate, and terminate staff; except that such action with respect to the Director of Finance and Operations position shall be subject to review and/or approval by the Board of Trustees;
- Administer scheduling, enrollment and curriculum;
- Serve as liaison to the Board of Trustees, including providing formal and informal reports to the Board and charter entity;
- Prepare materials in conjunction with Director of Finance and Operations for Board meetings, including student academic achievement data based on comparative and longitudinal measures;
- Implement and follow policies and procedures;
- Provide a safe environment for learning;
- Ensure proper budgeting, accounting, auditing, and financial planning.

## Qualifications:

- BA/BS degree or graduate degree;
- Administrative certification welcomed but not mandatory;
- Demonstrated successful leadership in a senior administrative position in a public or private school, preferably but not necessarily as a Head of School and preferably working with a board;
- Demonstrated successful teaching experience and other school roles, preferred in an urban education setting serving all-girls;
- Exhibited leadership in working with professional staff, students, and the community toward achieving goals;
- Agreement with and commitment to the academic goals and philosophy of the charter school, particularly the single-sex, all-female model;
- Demonstrated willingness to implement merit pay approach for teachers;
- Commitment to accountability, including a rigorous student testing regime;
- Experience or familiarity with data management and presentation and commitment to achieving for students academic goals;
- Demonstrated success in encouraging parental involvement.

## **Employee Responsibilities and Qualifications**

The Charter School shall ensure that all personnel meet any applicable teacher certification requirements and obtain clearance from the State Education Department following a fingerprint supported criminal background check in accordance with Article 56 of the Education law and other applicable law. It shall be the responsibility of the Director of Finance and Operations, overseen by the Principal, to ensure compliance with requirements for certification and fingerprint-supported background checks.

Outlined on the following pages are the qualifications the school seeks in candidates for the Principal, teachers, and other school employees.

Following the job descriptions is a draft personnel policy manual.

## Assistant Principal

### **Responsibilities:**

- Adheres to and enforces board policy, school guidelines, and administrative directives.
- Supports the overall school improvement process including teacher observation, modeling best practice, and analyzing student data.
- Supports the implementation of Response to Intervention and monitors its continued implementation.
- Enforces guidelines to maintain proper discipline and conduct.
- Assists in the development and administration of policies dealing with discipline, conduct, and attendance.
- Communicates relevant policies and procedures with regard to student discipline, conduct, and attendance to students, staff, and parents.
- Assists the Principal with student expulsions.
- Works with and assists faculty in the development of effective classroom discipline and organization.
- Maintains an effective and safe school environment.
- Prepares required reports and paperwork such as discipline reports, suspension reports, expulsion paperwork, discrimination complaints, parent communications, and other paperwork as assigned.
- Assists in the selection and mentoring of staff.
- Supervises support services as assigned.
- Works as a team member to meet the system-wide needs of the district.
- Assists in supervision of special events.
- Performs other duties as assigned by the Principal or District Administrator

### **Qualifications:**

- Master's degree in an education
- Hold or eligible to hold appropriate Louisiana license.

# Charter School Operations Director

## JOB DESCRIPTION:

The Charter School Operations Director is responsible for planning, coordinating, and supervising the day-to-day business operations of a school office, and serves as administrative aide to the school principal, relieving him/her of administrative details.

## PERFORMANCE RESPONSIBILITIES:

1. Supervises the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.
2. Supervises the preparation of student enrollment and attendance report.
3. Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
4. Supervises student medication dispensation and injury reports.
5. Supervises Requisitions, receives, and distributes/stores classroom, school office and Work Room materials and supplies; maintains ongoing inventory; processes packing slips.
6. Prepares and processes field trip requests.
7. Maintains school web site.
8. Assists in writing, translating (if bilingual), publication, and distribution of weekly school newsletter.
9. Coordinates the development of, and prepares, school site General Fund and special projects budgets; prepares budget transfers as appropriate; monitors charter school budget.
10. Prepares and maintains purchase orders and other expense records; approves, logs, and monitors expenditures; reconciles site records with monthly District Office reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year.
11. Secures childcare coverage for special events.
12. Prepares necessary forms for District Department of Human Resources to hire, upgrade, terminate or authorize special payments to staff.
13. Prepares yard supervision schedule.
14. Prepares certificated prep schedule.
15. Recruits appropriate prep teachers.
16. Prepares and communicates weekly memo to staff.
17. Organizes interview process for hiring certificated and classified staff.
18. Plans, assigns, trains, and evaluates classified staff in accordance with District standards, timelines, and procedures.
19. Processes, assigns, trains, and directs work of volunteers.
20. Plans and coordinates arrangements for school and community activities; acts as liaison between school and other schools, District Office, outside agencies, the parents, and the public at large.
21. Serves as the custodian of school office records.
22. Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with District standards, policies, and procedures.
23. Coordinates school principal's site master calendar of meetings and events.
24. In-services new staff on School and District policies and regulations as they apply to school site operations; standard school site rules and procedures; computer operation and software programs used at the school site; proper use of office equipment; and emergency procedures.

25. Arranges for conferences and travel of administrators and staff; prepares related purchase order or payment requisitions; and follows up with receipts, invoices, and expense claims.
26. Investigates circumstances of employee on-the-job injuries; prepares required documentation; and reports safety hazards to school principal and District Safety Officer.
27. Scrutinizes facility wear and tear and makes recommendations as to facility improvement (i.e., carpet replacement, exterior and interior paint, turf).
28. Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
29. Seeks out and participates in educational and professional development and motives and encourages such developments for school -classified employees.
30. Recognizes problems and impediments and reports them promptly with options for solutions to the site principal; promotes and assists with constructive resolutions.
31. Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
32. Monitors District and Special Projects accountability timelines and coordinates timely completion of administrative/clerical tasks.
33. Prepares annual performance audit in collaboration with school principal.
34. Monitors and analyzes student performance assessment data preparing reports as needed for various special projects (i.e., after school program, summer school).
35. Organizes summer school programs.
36. Prepares and processes facility use agreement forms using established District procedures.
37. Perform other duties as assigned by Charter School Principal.

## QUALIFICATIONS

Credential and/or License:

Education:

B.A. or B.S. degree required with course work in Business Administration, Organizational Management, or related discipline desired.

Experience:

Three years broad, varied and increasingly responsible experience with budgeting, computer information systems, and organizational procedures. Charter school experience desirable.

Knowledge and Abilities:

Knowledge of principles, methods and procedures, related to purchasing, operation, safety, computer networking programs, food service, budgeting and accounting, electronic data processing techniques and methods, purchasing and inventory control systems; Knowledge of principles, methods, techniques and strategies of organization, management and supervision; Knowledge of law, policies and regulations pertaining to youth and employee records; Ability to apply empirical principles and procedures in work performed; preparation of financial and statistical documents and reports; Analyze student achievement data, draw logical conclusions and prepare comprehensive reports; Establish and maintain cooperative relationships with all partners; Deal effectively and graciously with situations requiring tact and judgment; Exercise patience, common

## Director of Finance and Accounting

### **Responsibilities:**

- Coordinate all financial transactions, including revenue activities, expenditures, record keeping, reporting, auditing, district billing etc.;
- Coordinate all administrative transactions, including the provisions of personnel services, record keeping, reporting, inventory, purchasing, etc.;
- Coordinate the collection of any data required for the preparation of reports to the chartering entity and other appropriate bodies;
- Prepare materials in conjunction with the principal for board meetings;
- Serve as liaison to board finance committee and treasurer of the board;
- Manage facility maintenance and daily operations including custodial staff, student meal counts/ billing and student transportation.

### **Qualifications:**

- BA/BS degree in related field or graduate degree;
- Demonstrated organizational skills;
- Demonstrated ability in data management and presentation;
- Prior experience in an operations manager position;
- Agreement with and commitment to the academic goals and philosophy of the charter school.

## Director of Curriculum, Instruction and Assessment

### Responsibilities:

- Provide leadership in the ongoing development, improvement, and evaluation of curriculum, instruction, and student data management;
- Responsible for coaching teachers on instructional delivery and methods;
- Assist Principal in developing staff development programming;
- Responsible for managing student data systems;
- Assist in administration of scheduling and standardized assessments;
- Assist Principal in the development of school created assessments;
- Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events;
- Assist in making formal reports to the board of trustees and charter entity on student academic performance.

### Qualifications:

- BA/BS degree or graduate degree;
- Administrative certification welcomed but not mandatory;
- Experience and demonstrated ability in working with children in a teaching, counseling or other applicable capacity (examples include, but are not limited to involvement with community youth organizations, supervisory roles in the Boy Scouts or Girl Scouts, and mentorships);
- Demonstrated successful teaching experience;
- Demonstrated organizational skills;
- Demonstrated ability in data management and presentation;
- Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the charter school;
- Commitment to accountability, including a rigorous student testing regime;
- Demonstrated success in encouraging parental involvement.



## Director of Student Data and Reporting

**SUMMARY DESCRIPTION OF POSITION:** The Director of Student Data and Reporting supports the Office of Chief Operating Officer and provides system wide leadership and direction in the management of Districts data to ensure compliance and accountability to federal and state regulatory authorities.

### MINIMUM QUALIFICATION STANDARDS

#### KNOWLEDGE, ABILITIES, AND SKILLS:

- Excellent oral and written communication skills.
- Supervision of staff and project management.
- Ability to meet established deadlines.
- Ability to interpret policy, procedures, and data.

**EDUCATION, TRAINING, AND EXPERIENCE:** Bachelor's degree required in related field with an excellent academic record, Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

#### ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Administer and enforce all enrollment, grading, scheduling standard operating procedures and timelines.
- Provide instruction and disseminates information to Principal and other school administrators regarding student information requirements for the operation of the student information system.
- Convenes regular meetings with school-based data managers to provide professional development, share information and technical support.
- Submit external reports related to per pupil funding including count day rosters and additional supplemental funding for students with special needs, as well as grant related and federally mandated reports such as the annual 3% verification of meals eligibility, and civil rights data collection.
- Verify annual Adequate Yearly Progress (AYP) / No Child Left Behind (NCLB) report cards for accuracy and submit appeals when data errors exist.
- Compile longitudinal data sets linking historical standardize test score data, internal assessments, and other academic or non-academic data elements.
- Development and maintenance of school performance dashboards that are aligned to the organizations performance management framework key metrics.
- Develop custom reports such report cards, truancy and discipline letters as well as other customizations to the system.
- Oversee the yearly enrollment process for 6 charter campuses.
- Provide technical assistance and support to Partnership schools in the areas of enrollment and scheduling.
- Assists in identifying system enhancements and in the selected of student information system related hardware and networking needs.
- Assists principal in the selection of student information managers.



# Teacher

## Responsibilities:

- Maintain and enrich their expertise in the subject area they will teach;
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter;
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis;
- Provide direct and indirect instruction;
- Long and short-term planning addressing individual needs of students;
- Prepare students adequately for all required assessments;
- Evaluate students' progress;
- Prepare at least quarterly individual student achievement reports for parents;
- Provide an inviting, exciting, innovative, learning environment;
- Engage in effective and appropriate classroom management;
- Accept and incorporate feedback and coaching from administrative staff;
- Serve as an advisor to a students, including organizing advisory groups, overseeing the academic and behavioral progress;
- Perform other duties, as deemed appropriate, by the principal.

## Qualifications:

- Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience;
- If not covered by any of the exemptions provided under New York's charter-school law, possess any required state teaching certification and meet any other applicable credentialing requirements including the federal Elementary and Secondary Education Act, as amended;
- Demonstrated communication skills;
- Demonstrated ability and experience to engage the interest of school-age children;
- Demonstrated ability to work with diverse children, including those with special needs;
- Teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Demonstrated ability to evaluate tests and measurements of achievement;
- Demonstrated willingness to be held accountable for student results.

- Troubleshoots operation and software problems, determines cause of error or stoppage, provide workarounds in cases where the problem is software related or escalate to system technical support if required.
- Responds to specific information requests from the school and district staff and external parties.
- Perform other duties as assigned

# Technology Manager

## Responsibilities:

- Manage technology strategic plan and budget.
- Oversee infrastructure design (including multi-node LAN/WAN and telephony) and systems implementation.
- Work collaboratively with School District technology departments to manage and support appropriate shared technology services and applications.
- Communicate regularly with school administrators and leaders on school campuses regarding technology issues and concerns.
- Technology vendor RFP management, selection, negotiation and management.
- Set up help desk and asset tracking systems.
- Supervise User Support Technician for servicing users.
- Assist in identification, evaluation, and selection of educational and operational software.
- Develop and implement technology policies, practices and procedures.
- Lead telecommunications projects of strategic impact such as vendor RFP's, migrations across WAN, LAN, Voice and wireless/mobile platforms.

## Qualifications:

- **Education:** College/technical degree or significant equivalent work experience required.
- **Preferred skills and work experience:**
  - Minimum of 5-7 years of technology leadership and management experience.
  - CCNP preferred, CCIE written and CISSP a plus.
  - Experience with layer 2 transport such as ATM, Frame Relay, Ethernet, Layer 3 services: MPLS/VPN routing protocols: OSPF, BGP, EIGRP.
  - Knowledge of network security tools, security practices as they pertain to telecommunications, DMZ's, VPN/RAS, Firewalls, IDS/IPS, NAC, MARS CSA, RADIUS; TACACS and a track record of maintaining solid audit posture.
  - Knowledge of existing network management tools and emerging tools, architectural concepts and principles.
- Ability to articulate and communicate complex technology concepts effectively in non-technical terms in a compelling manner;
- Ability to analyze complex business/technical problems to define system scope and objectives
- Strong analytical and problem solving skills and ability to manage a project independently.
- Strong documentation and oral, written and communications skills.
- Self-motivated team player, able to set priorities and manage to deadlines.
- Excellent trouble-shooting, communication and customer service skills.
- Exhibits a professional image and presence in making oral and written presentations.

## Enrollment Coordinator

### **Responsibilities:**

- Establish presence in the community for outreach and recruiting purposes;
- Provide enrollment counseling for incoming students and families;
- Serve as liaison to parents and facilitate parent education and involvement;
- Counsel students and families through the appropriate application process for high school and/or college entrance;
- Assist students and faculty with student admission testing preparation, financial aid and completion of high school/college applications and essays when applicable;
- Establish rapport with local and regional high schools and/or colleges;
- Facilitate workshops and seminars about high school and/or college options.

### **Qualifications:**

- BA/BS degree in education, counseling or related field;
- Demonstrated experience working with under-served or at-risk students;
- Demonstrated strong oral and written communication skills;
- Ability and willingness to travel;
- Demonstrated ability to exhibit strong interpersonal skills with students, parents and administrators;
- Demonstrated ability to facilitate workshops.

# Special Education Coordinator & Special Education Teacher

## Responsibilities:

- Provide direct and indirect instruction;
- Long and short-term planning addressing individual needs of students;
- Evaluate students' progress;
- Teach a multi-model approach;
- Provide an inviting, exciting, innovative, learning environment;
- Establish and maintain classroom management procedures;
- Prepare written reports accurately and submit in a timely manner;
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP process;
- Effective consultation with parents, students, teachers, and administration;
- Effective professional liaison between school and home when necessary;
- Serve as advisors to students;
- Remain current on rules set forth in special education law and regulations (Coordinator position only);
- Maintain privacy of student records and information (Coordinator position only);
- Serve as primary liaison with CSE of students' district of residence (Coordinator position only).

## Qualifications:

- Appropriate state certification as a special education teacher and any other credentialing required and applicable;
- Demonstrated ability to communicate and work effectively with parents;
- Demonstrated ability to adapt to individuals specific needs;
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community;
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles;
- Demonstrated ability to evaluate tests and measures of achievement;
- Demonstrated ability to work effectively as a team member;
- Demonstrated administrative or organizational ability (Coordinator position only).

- Leadership capacity
- Familiarity with the local community

**Terms of Employment:**

Employment of this position is conditioned upon satisfactory completion of criminal background and criminal history check. Social Workers are at-will 12-month employees; benefits associated with this position are described in the employee handbook.

## Human Resource Manager

### Responsibilities:

- Serve client and employees, including teachers and school administrators, by handling day to day questions and helping resolve work-related problems.
- Assist in communicating company policies and procedures. Promote understanding within the organization and across the school operations.
- Recruit for open positions and perform the full life cycle of recruiting activities including sourcing and screening applicants, maintaining recruiting systems, drafting offer letters, providing follow-through with candidates, supporting hiring managers, and reporting recruiting statistics.
- Draft and update job descriptions; assist in classifying positions and/or reclassifying positions as needed.
- Lead employee on-boarding activities; answer employee questions and provide support to managers when integrating new hires into the organization.
- Implement fingerprint-supported background checks and teaching certification of all applicable employees.
- Administer employee benefit programs, answer employee questions, support claim resolution, and maintain related systems.
- Support the performance review process; provide employees and managers with information about the process, policies, job duties, and process for promotion.
- Lead employee recreation and recognition programs.
- Maintain employee records.
- Responsible for new hire, termination, and change of status forms with payroll. Serve as employee liaison to assist in problem resolution with issues related to benefit deductions and pay.
- Coordinate and ensure completion of employee exit interviews. Report outcome of exit interview information to management and tracks/maintains data.
- Ensure compliance with applicable employment laws and regulations.
- Other duties as assigned.

### Qualifications:

- **Education and Experience:** Bachelor's Degree in Business, Communication, Psychology, or other similar degree.
- **Preferred Skills and Work Experience:** Five to eight years previous work experience as an HR Generalist or Senior Generalist. School or education experience preferred.
- General knowledge of the principles and practices of personnel administration; ability to establish and maintain effective relationships with peers and employees; ability to present information and make recommendations effectively in oral and written form. Proficient computer skills and working knowledge of the Internet.
- Demonstrated ability to work under pressure and make deadlines.
- Demonstrates good judgment; approachable and professional; solid problem solving skills; ability to handle multiple tasks; self-motivated; well organized.

## Guidance/ Social Worker

### Purpose:

- To promote and enhance the overall academic mission by providing services that strengthen home, school, and community partnerships and alleviate barriers to learning.
- To determine the needs and interests of students and present options for development both outside of school and within the school program to maximize the likelihood that students will achieve long-term goals and reach their maximum potential.

### Essential Functions:

- Effectively and appropriately assess and address the needs, characteristics, and interactions of students, families, and community.
- Use knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success via such practices as assessment, crisis intervention, home visits, conflict resolution, individual and group counseling, consultation, program development, dropout prevention, and coordination of school and community services.
- Advocate for appropriate services for students and their families.
- Consult and collaborate with stakeholders on behalf of students and their families.
- Effectively plan, implement, and evaluate programs that promote student and family success.
- Use assessment and evaluation results to develop appropriate interventions for students, families, schools and communities.
- Develop long-term and short-term intervention plans consistent with curriculum, with students' needs, strengths, diversity and life experiences, and with other social and emotional factors.
- Provide services to students in ways that build upon individual strengths and offer students maximum opportunities to participate in the planning and direction of their own learning experience.
- Provide appropriate follow-up to ensure that students' needs are being met.
- Act as a point of contact for outside organizations working with students and their families.

### Requirements:

- Master Level Licensed Social Worker
- 5 years clinical experience
- Personal initiative and desire for responsibility
- Strong communication skills ability to work collaboratively with teachers/staff



# Guidance Counselor

## Responsibilities:

- Develop and manage a comprehensive school counseling program
- Develops and maintains a written plan for effective delivery of the school counseling program
- Communicates the goals of the comprehensive school counseling program to education stakeholders
- Maintains current and appropriate resources for education stakeholders
- Uses the majority of time providing direct services such as academic guidance, individual student planning, and preventive and responsive services
- Delivery of a comprehensive school counseling program

### **Guidance Program**

- Provides leadership and collaborates with the school leadership team to ensure the implementation of the school counseling program
- Implements developmentally and appropriate prevention-oriented group activities to meet the student needs and school goals

### **Individual Student Planning**

- Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans
- Accurately and appropriately interprets and utilizes student data
- Collaborates with parents/guardians and educators to assist students with educational and career planning

### **Preventive and Responsive Services**

- Provides individual and group counseling to students with identified concerns and needs
- Consults and collaborates effectively with parents/guardians, teachers, school leadership, and other educational/community resources regarding students with identified needs and concerns
- Implements an effective referral and follow-up process
- Accurately and appropriately uses assessment procedures for determining and structuring individual group counseling services

### **System Support**

- Provides appropriate information to staff related to the comprehensive school counseling program
- Serves on the school leadership team
- Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data
- Participates in professional development activities to improve knowledge and skills
- Uses available technology resources to enhance the school counseling program
- Adheres to laws, policies, procedures, and ethical standards of the counseling profession

### **Accountability**

- Conducts a yearly audit to review extent of program implementation
- Collects and analyzes data to guide program direction and emphasis
- Measures results of the school counseling program activities and shares results as appropriate
- Monitors student academic performance, behavior, and attendance and assists with appropriate interventions

**Qualifications:**

- Master's degree required
- A valid school counselor certification as defined by Louisiana
- Two years experience in student services, social services, training, development, or related positions
- Experience in an educational organization with focus on improving student performance
- Must possess strong interpersonal and communication skills. Incumbents must be able to lead, communicate and persuade others, and interact effectively with others in difficult situations
- Must have the ability to professionally and effectively deliver presentations to small and large groups
- Must be results oriented and able to manage various projects or tasks at one time

# Student Information Manager

## Responsibilities:

- **Data Management:** Audit data reports for compliance, ensure reliable reports can be created to meet applicable requirements, determine system protocol and standards (i.e. field labels and structure); ensure that regular backups of data are applied.
- **Systems Development:** Monitoring of the student information system and audit for compliance with applicable requirements; implement recommendations and ensure that the system is flexible to meet user needs; incorporate user input and feedback to develop plans to enhance the system.
- **User/Client Support:** Anticipate and address user concerns; create viable solutions to meet business requirements; prepare and direct the training of users on the system.
- **Team Management:** Coordinate with school staff to facilitate smooth operations and processes when collecting and reporting on student information. Provide feedback, coaching and developmental opportunities to ensure the team's successful performance.
- **Maintain confidentiality of student records.**  
Work with School Operations Managers to understand their data needs and system requirements. Liaise with technology team to receive feedback on system and work together for problem solving.

## Qualifications:

- **Education:** Bachelor's Degree strongly preferred.
- **Preferred skills and work experience:**
  - Experience in K-12 education.
  - 5-7 years of experience.
  - Experience with information systems and databases.
  - Experience translating business needs and requirements into information system.
- Knowledge of relational databases and data management processes.
- Ability to oversee and manage state mandated reports.
- Experience with developing standards and managing audits against standards.
- Experience with developing and delivering end user training on data systems.
- Staff management experience.
- Demonstrates the ability to implement and monitor relevant work procedures consistent with defined internal and external standards.
- Demonstrates a clear perspective on process flow components and how they interact.
- Demonstrates flexibility and ability to shift priorities to address changes in events or assigned goals.
- Strong interpersonal skills.
- Demonstrated managerial leadership experience of cross-functional teams.

- Demonstrates a strong sense of urgency through prioritizing and following through on commitments.
- Recognizes people who may be of critical importance to achievement of team objectives and involves them to get their input.
- Seeks opportunities to share information for the benefit of others; seeks the input of others to encourage participation, both within and outside the team.

## Time Out Room Moderator

### Responsibilities:

- Notify appropriate personnel and agencies immediately, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, or controlled substances.
- Establish a professional rapport with students and with staff that earns their respect.
- Serve as a role model for students, demonstrating the importance and relevance of learning accepting responsibility and demonstrating pride in the education profession.
- Meet with parents regarding student discipline issues.
- Provide and supervise in a fair and consistent manner the values, and mission of the school and district, in accordance with due process and other laws and regulations.
- File required reports regarding violence, vandalism, attendance and discipline matters.
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.
- Maintain positive, cooperative, and mutually supportive relationships with the central administration, parents, and representatives of resource agencies within the community.
- Develop, implement and post Time Out Room procedures and expectations; supervise and maintain a strict environment in the Time out Room.
- Keep accurate documentation for all students that are encountered on a daily basis.
- Supervise daily lunch detentions.
- Supervise after school detentions.
- Supervise Saturday Detentions.
- Other duties as assigned.

### Qualifications:

- Minimum High School Diploma
- Ability to demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, and research of learning.
- Demonstrate excellent leadership and organizational skills.

## Student Services Coordinator

### Responsibilities:

- Provide students and families social work services;
- Provide small group seminar sessions to students regularly promoting positive social and emotional development;
- Provide small group and individual therapy sessions;
- Suggest and connect families with appropriate social services;
- Serve as the school's Homeless Liaison;
- Maintain privacy of student records and information;
- Undertake administrative and instructional duties as the principal may assign.

### Qualifications:

- BA/BS degree or graduate degree in Social Work; MSW preferred;
- Experience and demonstrated ability in working with children in a teaching, counseling or other applicable capacity (examples include, but are not limited to involvement with community youth organizations, supervisory roles in the Boy Scouts or Girl Scouts, and mentorships);
- Knowledge of local social services;
- Experience with individual goal writing, charting, and progress note taking;
- Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the charter school;
- Commitment to accountability, including a rigorous student testing regime;
- Demonstrated success in encouraging parental involvement.

## Accounts Payable Specialist

**General Description:** The position requires knowledge of how accounts payable ties into the general ledger, a solid understanding of the disbursements cycle, and working knowledge of day-to-day accounts payable operations.

### **Responsibilities:**

Work closely with the schools and client central office to ensure the accurate and timely processing of all invoices.

Foster positive working relationships between the vendors and school staff.

Ensure proper coding in accordance with the chart of accounts.

Enter accounts payable transactions into accounting system.

Process check runs and the set up of new vendors.

Resolve accounts payable issues with vendors.

Assist in month end close including identifying necessary accruals.

Assist with payroll processing.

Assist with annual audit and meeting other statutory requirements.

Take on special projects.

### **Qualifications:**

Education: Bachelor's Degree in Accounting or related field Preferred.

### **Preferred skills and work experience:**

- o Working knowledge and experience with QuickBooks strongly preferred.
- o Experience in Microsoft Excel, Access, Word, and Office.

Ability to work on multiple tasks and prioritize in order to meet deadlines.

Excellent attention to detail.

Strong verbal and written communication skills.

Ability to provide professional and courteous service.

Experience and judgment to plan and accomplish goals.

Ability and willingness to work overtime as necessary to meet deadlines.

### **Physical Requirements:**

Ability to stand, sit and move between workstations, read monitors and paperwork, write on flip charts, set up audio-visual equipment, and use telephone and keyboard.





**GRANTS for Charter Schools 2015**

**U.S. Department of Education's Office of Innovation and Improvement**

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